COPIES

OF

DESPATCHES No. 49 OF 1854 FROM THE COURT OF DIRECTORS OF THE EAST INDIA COMPANY, AND No. 4 OF 1859 FROM THE SECRETARY OF STATE FOR INDIA, TO THE GOVERNMENT OF INDIA,

ON

EDUCATION IN INDIA

WITH CORRESPONDENCE RELATING TO THE FIRST DESPATCH.

38

X/19

Ordered, by THE HOUSE OF COMMONS, *to be printed.*

1854—1859.

EDUCATION (INDIA).

RETURN to an Order of the Honourable The House of Commons, dated 18 July 1854;—*for*,

A COPY "of a DESPATCH to the GOVERNMENT of *India*, on the Subject of GENERAL EDUCATION in *India*."

India Board, 19 July 1854. WM. LEACH.

COPY of a DESPATCH from the Court of Directors of the *East India* Company to the Governor-general of India in Council, dated July 19th, 1854, No. 49.

1. IT appears to us that the present time, when by an Act of the Imperial Legislature the responsible trust of the Government of India has again been placed in our hands, is peculiarly suitable for the review of the progress which has already been made, the supply of existing deficiencies, and the adoption of such improvements as may be best calculated to secure the ultimate benefit of the people committed to our charge.

2. Among many subjects of importance, none can have a stronger claim to our attention than that of Education. It is one of our most sacred duties to be the means, as far as in us lies, of conferring upon the natives of India those vast moral and material blessings which flow from the general diffusion of useful knowledge, and which India may, under Providence, derive from her connexion with England. For, although British influence has already, in many remarkable instances, been applied with great energy and success to uproot demoralising practices, and even crimes of a deeper dye, which for ages had prevailed among the natives of India, the good results of those efforts must, in order to be permanent, possess the further sanction of a general sympathy in the native mind, which the advance of education alone can secure.

3. We have, moreover, always looked upon the encouragement of education, as peculiarly important, because calculated "not only to produce a higher degree of intellectual fitness, but to raise the moral character of those who partake of its advantages, and so to supply you with servants to whose probity you may with increased confidence commit offices of trust" in India, where the well-being of the people is so intimately connected with the truthfulness and ability of officers of every grade in all departments of the State. Public letter to Bengal, 5 Sept. 1827.

4. Nor, while the character of England is deeply concerned in the success of our efforts for the promotion of education, are her material interests altogether unaffected by the advance of European knowledge in India: this knowledge will teach the natives of India the marvellous results of the employment of labour and capital, rouse them to emulate us in the development of the vast resources of their country, guide them in their efforts, and gradually, but certainly, confer upon them all the advantages which accompany the healthy increase of wealth and commerce; and, at the same time, secure to us a larger and more certain supply of many articles necessary for our manufactures and extensively consumed by all classes of our population, as well as an almost inexhaustible demand for the produce of British labour.

5. We have from time to time given careful attention and encouragement to the efforts which have hitherto been made for the spread of education, and we have watched with deep interest the practical results of the various systems by which those efforts have been directed. The periodical reports of the different Councils

Councils and Boards of Education, together with other official communications upon the same subject, have put us in possession of full information as to those educational establishments which are under the direct control of Government; while the evidence taken before the Committees of both Houses of Parliament upon Indian affairs has given us the advantage of similar information with respect to exertions made for this purpose by persons unconnected with Government, and has also enabled us to profit by a knowledge of the views of those who are best able to arrive at sound conclusions upon the question of education generally.

6. Aided, therefore, by ample experience of the past, and the most competent advice for the future, we are now in a position to decide upon the mode in which the assistance of Government should be afforded to the more extended and systematic promotion of general education in India, and on the measures which should at once be adopted to that end.

7. Before proceeding further, we must emphatically declare that the education which we desire to see extended in India is that which has for its object the diffusion of the improved arts, science, philosophy, and literature of Europe; in short, of European knowledge.

8. The systems of science and philosophy which form the learning of the East abound with grave errors, and Eastern literature is at best very deficient as regards all modern discovery and improvements; Asiatic learning, therefore, however widely diffused, would but little advance our object. We do not wish to diminish the opportunities which are now afforded, in special institutions, for the study of Sanskrit, Arabic, and Persian literature, or for the cultivation of those languages, which may be called the classical languages of India. An acquaintance with the works contained in them is valuable for historical and antiquarian purposes, and a knowledge of the languages themselves is required in the study of Hindoo and Mahomedan law, and is also of great importance for the critical cultivation and improvement of the vernacular languages of India.

9. We are not unaware of the success of many distinguished Oriental scholars in their praiseworthy endeavours to ingraft upon portions of Hindoo philosophy the germs of sounder morals and of more advanced science; and we are far from underrating the good effect which has thus been produced upon the learned classes of India, who pay hereditary veneration to those ancient languages, and whose assistance in the spread of education is so valuable, from the honourable and influential position which they occupy among their fellow-countrymen. But such attempts, although they may usefully co-operate, can only be considered as auxiliaries, and would be a very inadequate foundation for any general scheme of Indian education.

10. We have also received most satisfactory evidence of the high attainments in English literature and European science which have been acquired of late years by some of the natives of India. But this success has been confined to but a small number of persons; and we are desirous of extending far more widely the means of acquiring general European knowledge, of a less high order, but of such a character as may be practically useful to the people of India in their different spheres of life. To attain this end it is necessary, for the reasons which we have given above, that they should be made familiar with the works of European authors, and with the results of the thought and labour of Europeans on the subjects of every description upon which knowledge is to be imparted to them; and to extend the means of imparting this knowledge must be the object of any general system of education.

11. We have next to consider the manner in which our object is to be effected; and this leads us to the question of the medium through which knowledge is to be conveyed to the people of India. It has hitherto been necessary, owing to the want of translations or adaptations of European works in the vernacular languages of India, and to the very imperfect shape in which European knowledge is to be found in any works in the learned languages of the East, for those who desired to obtain a liberal education, to begin by the mastery of the English language as a key to the literature of Europe; and a knowledge of English will always be essential to those natives of India who aspire to a high order of education.

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12. In some parts of India, more especially in the immediate vicinity of the Presidency towns, where persons who possess a knowledge of English are preferred to others in many employments, public as well as private, a very moderate proficiency in the English language is often looked upon by those who attend school instruction, as the end and object of their education, rather than as a necessary step to the improvement of their general knowledge. We do not deny the value in many respects of the mere faculty of speaking and writing English, but we fear that a tendency has been created in these districts unduly to neglect the study of the vernacular languages.

13. It is neither our aim nor desire to substitute the English language for the vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone are understood by the great mass of the population. These languages, and not English, have been put by us in the place of Persian in the administration of justice, and in the intercourse between the officers of Government and the people. It is indispensable, therefore, that in any general system of education the study of them should be assiduously attended to. And any acquaintance with improved European knowledge which is to be communicated to the great mass of the people—whose circumstances prevent them from acquiring a high order of education, and who cannot be expected to overcome the difficulties of a foreign language—can only be conveyed to them through one or other of these vernacular languages.

14. In any general system of education, the English language should be taught where there is a demand for it; but such instruction should always be combined with a careful attention to the study of the vernacular language of the district, and with such general instruction as can be conveyed through that language. And while the English language continues to be made use of, as by far the most perfect medium for the education of those persons who have acquired a sufficient knowledge of it to receive general instruction through it, the vernacular languages must be employed to teach the far larger class who are ignorant of, or imperfectly acquainted with, English. This can only be done effectually through the instrumentality of masters and professors, who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother tongue, the information which they have thus obtained. At the same time, and as the importance of the vernacular languages becomes more appreciated, the vernacular literatures of India will be gradually enriched by translations of European books, or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people. We look, therefore, to the English language and to the vernacular languages of India together, as the media for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a schoolmaster possessing the requisite qualifications.

15. We proceed now to the machinery which we propose to establish for the superintendence and direction of education. This has hitherto been exercised, in our Presidencies of Bengal, Madras, and Bombay, by Boards and Councils of Education, composed of European and Native gentlemen, who have devoted themselves to this duty with no other remuneration than the consciousness of assisting the progress of learning and civilisation; and, at the same time, with an earnestness and ability which must command the gratitude of the people of India, and which will entitle some honoured names amongst them to a high place among the benefactors of India and of the human race.

16. The Lieutenant-governor of Agra has, since the separation of the educational institutions of the North-Western Provinces from those of Bengal, taken upon himself the task of their management; and we cannot allow this opportunity to pass without the observation that, in this, as in all other branches of his administration, Mr. Thomason displayed that accurate knowledge of the condition and requirements of the people under his charge, and that clear and ready perception of the practical measures best suited for their welfare, which make his death a loss to India, which we deplore the more deeply

deeply as we fear that his unremitting exertions tended to shorten his career of usefulness.

17. We desire to express to the present Boards and Councils of Education our sincere thanks for the manner in which they have exercised their functions, and we still hope to have the assistance of the gentlemen composing them in furtherance of a most important part of our present plan; but, having determined upon a very considerable extension of the general scope of our efforts, involving the simultaneous employment of different agencies, some of which are now wholly neglected, and others but imperfectly taken advantage of by Government, we are of opinion that it is advisable to place the superintendence and direction of education upon a more systematic footing, and we have therefore determined to create an Educational Department, as a portion of the machinery of our Governments in the several Presidencies of India. We accordingly propose that an officer shall be appointed for each Presidency and Lieutenant-governorship, who shall be specially charged with the management of the business connected with education, and be immediately responsible to Government for its conduct.

18. An adequate system of inspection will also, for the future, become an essential part of our educational system; and we desire that a sufficient number of qualified inspectors be appointed, who will periodically report upon the state of those colleges and schools which are now supported and managed by Government, as well as of such as will hereafter be brought under Government inspection, by the measures that we propose to adopt. They will conduct, or assist at, the examination of the scholars at these institutions, and generally, by their advice, aid the managers and schoolmasters in conducting colleges and schools of every description throughout the country. They will necessarily be of different classes, and may possess different degrees of acquirement, according to the higher or lower character of the institutions which they will be employed to visit; but we need hardly say that, even for the proper inspection of the lower schools, and with a view to their effectual improvement, the greatest care will be necessary to select persons of high character and fitting judgment for such employment. A proper staff of clerks and other officers will, moreover, be required for the educational departments.

19. Reports of the proceedings of the inspectors should be made periodically, and these again should be embodied in the annual reports of the heads of the educational departments, which should be transmitted to us, together with statistical returns (to be drawn up in similar forms in all parts of India), and other information of a special character relating to education.

20. We shall send copies of this despatch to the Governments of Fort St. George and of Bombay, and direct them at once to make provisional arrangements for the superintendence and inspection of education in their respective Presidencies. Such arrangements as they may make will be reported to you for sanction. You will take similar measures in communication with the Lieutenant-governors of Bengal and of Agra, and you will also provide in such manner as may seem advisable for the wants of the non-regulation Provinces in this respect. We desire that your proceedings in this matter may be reported to us with as little delay as possible; and we are prepared to approve of such an expenditure as you may deem necessary for this purpose.

21. In the selection of the heads of the educational departments, the inspectors, and other officers, it will be of the greatest importance to secure the services of persons who are not only best able, from their character, position, and acquirements, to carry our objects into effect, but who may command the confidence of the natives of India. It may perhaps be advisable that the first heads of the educational departments, as well as some of the inspectors, should be members of our civil service; as such appointments in the first instance would tend to raise the estimation in which these offices will be held, and to show the importance we attach to the subject of education, and also as amongst them you will probably find the persons best qualified for the performance of the duty. But we desire that neither these offices, nor any others connected with education, shall be considered as necessarily to be filled by members of that

that service, to the exclusion of others, Europeans or Natives, who may be better fitted for them; and that, in any case, the scale of their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform.

22. We now proceed to sketch out the general scheme of the measures which we propose to adopt. We have endeavoured to avail ourselves of the knowledge which has been gained from the various experiments which have been made in different parts of India for the encouragement of education; and we hope, by the more general adoption of those plans which have been carried into successful execution in particular districts, as well as by the introduction of other measures which appear to be wanting, to establish such a system as will prove generally applicable throughout India, and thus to impart to the educational efforts of our different Presidencies a greater degree of uniformity and method than at present exists.

23. We are fully aware that no general scheme would be applicable in all its details to the present condition of all portions of our Indian territories, differing, so widely as they do, one from another, in many important particulars. It is difficult, moreover, for those who do not possess a recent and practical acquintance with particular districts to appreciate the importance which should be attached to the feelings and influences which prevail in each; and we have, therefore, preferred confining ourselves to describing generally what we wish to see done, leaving it to you, in communication with the several local Governments, to modify particular measures so far as may be required, in order to adapt them to the different parts of India.

24. Some years ago, we declined to accede to a proposal made by the Council of Education, and transmitted to us, with the recommendation of your Government, for the institution of an university in Calcutta. The rapid spread of a liberal education among the natives of India since that time, the high attainments shown by the native candidates for Government scholarships, and by native students in private institutions, the success of the medical colleges, and the requirements of an increasing European and Anglo-Indian population, have led us to the conclusion that the time has now arrived for the establishment of universities in India, which may encourage a regular and liberal course of education, by conferring academical degrees as evidences of attainment in the different branches of art and science, and by adding marks of honour for those who may desire to compete for honorary distinction.

25. The Council of Education, in the proposal to which we have alluded, took the London University as their model; and we agree with them, that the form, government, and functions of that university (copies of whose charters and regulations we enclose for your reference) are the best adapted to the wants of India, and may be followed with advantage, although some variation will be necessary in points of detail.

26. The universities in India will accordingly consist of a chancellor, vice-chancellor, and fellows, who will constitute a senate. The senates will have the management of the funds of the universities, and frame regulations for your approval, under which periodical examinations may be held in the different branches of art and science, by examiners selected from their own body, or nominated by them.

27. The function of the universities will be to confer degrees upon such persons as, having been entered as candidates according to the rules which may be fixed in this respect, and having produced, from any of the "affiliated institutions," which will be enumerated on the foundation of the universities, or be from time to time added to them by Government, certificates of conduct, and of having pursued a regular course of study for a given time, shall have also passed at the universities such an examination as may be required of them. It may be advisable to dispense with the attendance required at the London University for the matriculation examination, and to substitute some mode of entrance examination which may secure a certain amount of knowledge in the candidates for degrees, without making their attendance at the universities necessary, previous to the final examination.

28. The examinations for degrees will not include any subjects connected with religious belief; and the affiliated institutions will be under the management of persons of every variety of religious persuasion. As in England, various institutions in immediate connexion with the Church of England, the Presbyterian College at Caermarthen, the Roman-catholic College at Oscott, the Wesleyan College at Sheffield, the Baptist College at Bristol, and the Countess of Huntingdon's College at Cheshunt, are among the institutions from which the London University is empowered to receive certificates for degrees. So in India, institutions conducted by all denominations of Christians, Hindoos, Mahomedans, Parsees, Sikhs, Bhuddists, Jains, or any other religious persuasions, may be affiliated to the universities, if they are found to afford the requisite course of study, and can be depended upon for the certificates of conduct which will be required.

29. The detailed regulations for the examinations for degrees should be framed with a due regard for all classes of the affiliated institutions; and we will only observe upon this subject, that the standard for common degrees will require to be fixed with very great judgment. There are many persons who well deserve the distinction of an academical degree, as the recognition of a liberal education, who could not hope to obtain it, if the examination was as difficult as that for the senior Government scholarships; and the standard required should be such as to command respect, without discouraging the efforts of deserving students, which would be a great obstacle to the success of the universities. In the competitions for honours, which, as in the London University, will follow the examinations for degrees, care should be taken to maintain such a standard as will afford a guarantee for high ability and valuable attainments; the subjects for examination being so selected as to include the best portions of the different schemes of study pursued at the affiliated institutions.

30. It will be advisable to institute, in connexion with the universities, professorships for the purpose of the delivery of lectures in various branches of learning, for the acquisition of which, at any rate, in an advanced degree, facilities do not now exist in other institutions in India. Law is the most important of these subjects; and it will be for you to consider whether, as was proposed in the plan of the Council of Education to which we have before referred, the attendance upon certain lectures, and the attainment of a degree in law, may not, for the future, be made a qualification for vakeels and moonsiffs, instead of, or in addition to, the present system of examination, which must, however, be continued in places not within easy reach of an university.

31. Civil engineering is another subject of importance, the advantages of which, as a profession, are gradually becoming known to the natives of India; and while we are inclined to believe that instruction of a practical nature, such as is given at the Thomason College of Civil Engineering at Roorkee, is far more useful than any lectures could possibly be, professorships of civil engineering might perhaps be attached to the universities, and degrees in civil engineering be included in their general scheme.

32. Other branches of useful learning may suggest themselves to you, in which it might be advisable that lectures should be read, and special degrees given; and it would greatly encourage the cultivation of the vernacular languages of India that professorships should be founded for those languages, and, perhaps, also for Sanskrit, Arabic, and Persian. A knowledge of the Sanskrit language, the root of the vernaculars of the greater part of India, is more especially necessary to those who are engaged in the work of composition in those languages; while Arabic, through Persian, is one of the component parts of the Urdu language, which extends over so large a part of Hindostan, and is, we are informed, capable of considerable development. The grammar of these languages, and their application to the improvement of the spoken languages of the country, are the points to which the attention of these professors should be mainly directed; and there will be an ample field for their labours unconnected with any instruction in the tenets of the Hindoo or Mahomedan religions. We should refuse to sanction any such teaching, as directly opposed to the principle of religious neutrality to which we have always adhered.

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33. We desire that you take into your consideration the institution of universities at Calcutta and Bombay, upon the general principles which we have now explained to you, and report to us upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India. The offices of Chancellor and Vice-Chancellor will naturally be filled by persons of high station, who have shown an interest in the cause of education; and it is in connexion with the universities that we propose to avail ourselves of the services of the existing Council of Education at Calcutta, and Board of Education at Bombay. We wish to place these gentlemen in a position which will not only mark our sense of the exertions which they have made in furtherance of education, but will give it the benefit of their past experience of the subject. We propose, therefore, that the Council of Education at Calcutta, and the Board of Education at Bombay, with some additional members to be named by the Government, shall constitute the Senate of the University at each of those Presidencies.

34. The additional members should be so selected as to give to all those who represent the different systems of education which will be carried on in the affiliated institutions—including natives of India, of all religious persuasions, who possess the confidence of the native communities—a fair voice in the Senates. We are led to make these remarks, as we observe that the plan of the Council of Education, in 1845, for the constitution of the Senate of the proposed Calcutta University, was not sufficiently comprehensive.

35. We shall be ready to sanction the creation of an university at Madras, or in any other part of India, where a sufficient number of institutions exist from which properly qualified candidates for degrees could be supplied; it being in our opinion advisable that the great centres of European government and civilisation in India should possess universities similar in character to those which will now be founded, as soon as the extension of a liberal education shows that their establishment would be of advantage to the native communities.

36. Having provided for the general superintendence of education, and for the institution of universities, not so much to be in themselves places of instruction, as to test the value of the education obtained elsewhere, we proceed to consider, first, the different classes of colleges, and schools, which should be maintained in simultaneous operation, in order to place within the reach of all classes of the natives of India the means of obtaining improved knowledge suited to their several conditions of life; and, secondly, the manner in which the most effectual aid may be rendered by Government to each class of educational institutions.

37. The candidates for university degrees will, as we have already explained, be supplied by colleges affiliated to the universities. These will comprise all such institutions as are capable of supplying a sufficiently high order of instruction in the different branches of art and science, in which university degrees will be accorded. The Hindoo, Hooghly, Dacca, Kishnagur, and Berhampore Government Anglo-vernacular Colleges, the Sanskrit College, the Mahomedan Madrissas, and the Medical College, in Bengal; the Elphinstone Institution, the Poonah College, and the Grant Medical College, in Bombay; the Delhi, Agra, Benares, Bareilly, and Thomason Colleges, in the North-Western Provinces; seminaries, such as the Oriental Seminary in Calcutta, which have been established by highly educated natives, a class of places of instruction which we are glad to learn is daily increasing in numbers and efficiency; those which, like the Parental Academy, are conducted by East Indians; Bishop's College, the General Assembly's Institution, Dr. Duff's College, the Baptist College at Serampore, and other institutions under the superintendence of different religious bodies and missionary societies; will, at once, supply a considerable number of educational establishments, worthy of being affiliated to the universities, and of occupying the highest place in the scale of general instruction.

38. The affiliated institutions will be periodically visited by Government inspectors; and a spirit of honourable rivalry, tending to preserve their efficiency, will be promoted by this, as well as by the competition of their most distinguished students for university honours. Scholarships should be attached

attached to them, to be held by the best students of lower schools; and their scheme of education should provide, in the Anglo-vernacular colleges, for a careful cultivation of the vernacular languages; and, in the Oriental colleges, for sufficient instruction in the English and vernacular languages, so as to render the studies of each most available for that general diffusion of European knowledge which is the main object of education in India.

39. It is to this class of institutions that the attention of Government has hitherto been principally directed, and they absorb the greater part of the public funds which are now applied to educational purposes. The wise abandonment of the early views with respect to native education, which erroneously pointed to the classical languages of the East as the media for imparting European knowledge, together with the small amount of pecuniary aid which, in the then financial condition of India, was at your command, has led, we think, to too exclusive a direction of the efforts of Government towards providing the means of acquiring a very high degree of education for a small number of natives of India, drawn, for the most part, from what we should here call the higher classes.

40. It is well that every opportunity should have been given to those classes for the acquisition of a liberal European education, the effects of which may be expected slowly to pervade the rest of their fellow-countrymen, and to raise, in the end, the educational tone of the whole country. We are, therefore, far from underrating the importance, or the success, of the efforts which have been made in this direction; but the higher classes are both able and willing, in many cases, to bear a considerable part at least of the cost of their education; and it is abundantly evident that in some parts of India no artificial stimulus is any longer required in order to create a demand for such an education as is conveyed in the Government Anglo-vernacular colleges. We have, by the establishment and support of these colleges, pointed out the manner in which a liberal education is to be obtained, and assisted them to a very considerable extent from the public funds. In addition to this, we are now prepared to give, by sanctioning the establishment of universities, full development to the highest course of education to which the natives of India, or of any other country, can aspire; and besides, by the division of university degrees and distinctions into different branches, the exertions of highly educated men will be directed to the studies which are necessary to success in the various active professions of life. We shall, therefore, have done as much as a Government can do to place the benefits of education plainly and practically before the higher classes in India.

41. Our attention should now be directed to a consideration, if possible, still more important, and one which has been hitherto, we are bound to admit, too much neglected; namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts; and we desire to see the active measures of Government more especially directed, for the future, to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure.

42. Schools—whose object should be, not to train highly a few youths, but to provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess it more useful members of society in every condition of life—should exist in every district in India. These schools should be subject to constant and careful inspection; and their pupils might be encouraged by scholarships being instituted at other institutions which would be tenable as rewards for merit by the best of their number.

43. We include in this class of institutions those which, like the Zillah schools of Bengal, the district Government Anglo-vernacular schools of Bombay, and such as have been established by the Raja of Burdwan and other native gentlemen in different parts of India, use the English language as the chief medium of instruction; as well as others of an inferior order, such as the Tahsili schools in the North-Western Provinces, and the Government vernacular schools in the Bombay Presidency, whose object is, however imperfectly it has been as yet carried out, to convey the highest class of instruction

instruction which can now be taught through the medium of the vernacular languages.

44. We include these Anglo-vernacular and vernacular schools in the same class, because we are unwilling to maintain the broad line of separation which at present exists between schools in which the media for imparting instruction differ. The knowledge conveyed is, no doubt, at the present time, much higher in the Anglo-vernacular than in the vernacular schools; but the difference will become less marked, and the latter more efficient, as the gradual enrichment of the vernacular languages in works of education allows their schemes of study to be enlarged, and as a more numerous class of schoolmasters is raised up able to impart a superior education.

45. It is indispensable, in order fully and efficiently to carry out our views as to these schools, that their masters should possess a knowledge of English in order to acquire, and of the vernaculars so as readily to convey, useful knowledge to their pupils; but we are aware that it is impossible to obtain at present the services of a sufficient number of persons so qualified, and that such a class must be gradually collected, and trained in the manner to which we shall hereafter allude. In the meantime you must make the best use which is possible of such instruments as are now at your command.

46. Lastly, what have been termed indigenous schools, should by wise encouragement, such as has been given under the system organised by Mr. Thomason in the North-Western Provinces, and which has been carried out in eight districts under the able direction of Mr. H. S. Reid in an eminently practical manner, and with great promise of satisfactory results, be made capable of imparting correct elementary knowledge to the great mass of the people. The most promising pupils of these schools might be rewarded by scholarships in places of education of a superior order.

47. Such a system as this, placed in all its degrees under efficient inspection; beginning with the humblest elementary instruction, and ending with the university test of a liberal education; the best students in each class of schools being encouraged by the aid afforded them towards obtaining a superior education as the reward of merit, by means of such a system of scholarships as we shall have to describe, would, we firmly believe, impart life and energy to education in India, and lead to a gradual, but steady, extension of its benefits to all classes of the people.

48. When we consider the vast population of British India, and the sums which are now expended upon educational efforts, which, however successful in themselves, have reached but an insignificant number of those who are of a proper age to receive school instruction, we cannot but be impressed with the almost insuperable difficulties which would attend such an extension of the present system of education by means of colleges and schools entirely supported at the cost of Government, as might be hoped to supply, in any reasonable time, so gigantic a deficiency, and to provide adequate means for setting on foot such a system as we have described, and desire to see established.

49. Nor is it necessary that we should depend entirely upon the direct efforts of Government. We are glad to recognise an increased desire on the part of the native population, not only in the neighbourhood of the great centres of European civilisation, but also in remoter districts, for the means of obtaining a better education; and we have evidence in many instances of their readiness to give a practical proof of their anxiety in this respect by coming forward with liberal pecuniary contributions. Throughout all ages, learned Hindoos and Mahomedans have devoted themselves to teaching, with little other remuneration than a bare subsistence; and munificent bequests have not unfrequently been made for the permanent endowment of educational institutions.

50. At the same time, in so far as the noble exertions of societies of Christians of all denominations to guide the natives of India in the way of religious truth, and to instruct uncivilised races, such as those found in Assam, in the Cossya, Garrow, and Rajmehal hills, and in various districts of Central and Southern India (who

(who are in the lowest condition of ignorance, and are either wholly without a religion, or are the slaves of a degrading and barbarous superstition), have been accompanied, in their educational establishments, by the diffusion of improved knowledge, they have largely contributed to the spread of that education which it is our object to promote.

51. The consideration of the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the natives of India, and of the ready assistance which may be derived from efforts which have hitherto received but little encouragement from the State, has led us to the natural conclusion that the most effectual method of providing for the wants of India in this respect will be to combine with the agency of the Government the aid which may be derived from the exertions and liberality of the educated and wealthy natives of India, and of other benevolent persons.

52. We have, therefore, resolved to adopt in India the system of grants in aid, which has been carried out in this country with very great success; and we confidently anticipate, by thus drawing support from local resources, in addition to contributions from the State, a far more rapid progress of education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation.

53. The system of grants in aid which we propose to establish in India, will be based on an entire abstinence from interference with the religious instruction conveyed in the schools assisted. Aid will be given (so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government may render it possible) to all schools which impart a good secular education, provided that they are under adequate local management (by the term "local management," we understand one or more persons, such as private patrons, voluntary subscribers, or the trustees of endowments, who will undertake the general superintendence of the school, and be answerable for its permanence for some given time); and provided also that their managers consent that the schools shall be subject to Government inspection, and agree to any conditions which may be laid down for the regulation of such grants.

54. It has been found by experience, in this and in other countries, that not only is an entirely gratuitous education valued far less by those who receive it than one for which some payment, however small, is made, but that the payment induces a more regular attendance, and greater exertion, on the part of the pupils; and, for this reason, as well as because school fees themselves, insignificant as they may be in each individual instance, will, in the aggregate, when applied to the support of a better class of masters, become of very considerable importance, we desire that grants in aid shall, as a general principle, be made to such schools only (with the exception of normal schools) as require some fee, however small, from their scholars.

55. Careful consideration will be required in framing rules for the administration of the grants; and the same course should be adopted in India which has been pursued with obvious advantage by the Committee of Council here, namely, to appropriate the grants to specific objects, and not (except, perhaps, in the case of normal schools) to apply them in the form of simple contributions in aid of the general expenses of a school. The augmentation of the salaries of the head teachers, and the supply of junior teachers, will probably be found in India, as with us, to be the most important objects to which the grants can ordinarily be appropriated. The foundation, or assistance in the foundation, of scholarships for candidates from lower schools, will also be a proper object for the application of grants in aid. In some cases, assistance towards erecting, or repairing, a school, or the provision of an adequate supply of school books, may be required; but the appropriation of the grant in each particular instance should be regulated by the peculiar circumstances of each school and district.

56. The amount, and continuance, of the assistance given will depend upon the periodical reports of inspectors, who will be selected with special reference to

to their possessing the confidence of the native communities. In their periodical inspections, no notice whatsoever should be taken by them of the religious doctrines which may be taught in any school; and their duty should be strictly confined to ascertaining whether the secular knowledge conveyed is such as to entitle it to consideration in the distribution of the sum which will be applied to grants in aid. They should also assist in the establishment of schools, by their advice, wherever they may have opportunities of doing so.

57. We confide the practical adaptation of the general principles we have laid down as to grants in aid to your discretion, aided by the educational departments of the different Presidencies. In carrying into effect our views, which apply alike to all schools and institutions, whether male or female, Anglo-vernacular or vernacular, it is of the greatest importance that the conditions under which schools will be assisted should be clearly and publicly placed before the natives of India. For this purpose Government notifications should be drawn up, and promulgated, in the different vernacular languages. It may be advisable distinctly to assert in them the principle of perfect religious neutrality on which the grants will be awarded; and care should be taken to avoid holding out expectations which, from any cause, may be liable to disappointment.

58. There will be little difficulty in the application of this system of grants in aid to the higher order of places of instruction in India in which English is at present the medium of education.

59. Grants in aid will also at once give assistance to all such Anglo-vernacular and vernacular schools as impart a good elementary education; but we fear that the number of this class of schools is at present inconsiderable, and that such as are in existence require great improvement.

60. A more minute and constant local supervision than would accompany the general system of grants in aid will be necessary in order to raise the character of the "indigenous schools," which are, at present, not only very inefficient in quality, but of exceedingly precarious duration, as is amply shown by the statistics collected by Mr. Adam in Bengal and Behar, and from the very important information we have received of late years from the North-Western Provinces. In organising such a system, we cannot do better than to refer you to the manner in which the operations of Mr. Reid have been conducted in the North-Western Provinces, and to the instructions given by him to the zillah and pergunnah visitors, and contained in the Appendix to his First Report.

61. We desire to see local management under Government inspection, and assisted by grants in aid, taken advantage of wherever it is possible to do so, and that no Government colleges or schools shall be founded, for the future, in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education. But, in order fully to carry out the views we have expressed with regard to the adequate provision of schools throughout the country, it will probably be necessary, for some years, to supply the wants of particular parts of India by the establishment, temporary support, and management of places of education of every class in districts where there is little or no prospect of adequate local efforts being made for this purpose, but where, nevertheless, they are urgently required.

62. We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants in aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State. But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay; and we, therefore, entirely confide in your discretion, and in that of the different local authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in different parts of India.

63. The system of free and stipendiary scholarships, to which we have already more than once referred as a connecting link between the different grades of educational institutions, will require some revision and extension in carrying out our enlarged educational plan. We wish to see the object proposed by Lord Auckland, in 1839, "of connecting the zillah schools with the central colleges, by attaching to the latter scholarships to which the best scholars of the former might be eligible," more fully carried out; and also, as the measures we now propose assume an organised form, that the same system may be adopted with regard to schools of a lower description, and that the best pupils of the inferior schools shall be provided for by means of scholarships in schools of a higher order, so that superior talent in every class may receive that encouragement and development which it deserves. The amount of the stipendiary scholarships should be fixed at such a sum as may be considered sufficient for the maintenance of the holders of them at the colleges or schools to which they are attached, and which may often be at a distance from the home of the students. We think it desirable that this system of scholarships should be carried out, not only in connexion with those places of education which are under the immediate superintendence of the State, but in all educational institutions which will now be brought into our general system.

Minute, 24 Nov. 1839, paras. 32 and 33.

64. We are, at the same time, of opinion that the expenditure upon existing Government scholarships, other than those to which we have referred, which amounts to a considerable sum, should be gradually reduced, with the requisite regard for the claims of the present holders of them. The encouragement of young men of ability, but of slender means, to pursue their studies, is no doubt both useful and benevolent, and we have no wish to interfere with the private endowments which have been devoted to so laudable an object, or to withdraw the additions which may have been made by us to any such endowments. But the funds at the disposal of Government are limited, and we doubt the expediency of applying them to the encouragement of the acquisition of learning, by means of stipends which not only far exceed the cost of the maintenance of the student, but in many cases are above what he could reasonably expect to gain on entering the public service, or any of the active professions of life.

65. We shall, however, offer encouragements to education which will tend to more practical results than those scholarships. By giving to persons who possess an aptness for teaching, as well as the requisite standard of acquirements, and who are willing to devote themselves to the profession of schoolmaster, moderate monthly allowances for their support during the time which it may be requisite for them to pass in normal schools, or classes, in order to acquire the necessary training, we shall assist many deserving students to qualify themselves for a career of practical usefulness, and one which will secure them an honourable competence through life. We are also of opinion, that admission to places of instruction, which, like the medical and engineering colleges, are maintained by the State, for the purpose of educating persons for special employments under Government, might be made the rewards of industry and ability, and thus supply a practical encouragement to general education, similar to that which will be afforded by the educational service.

66. The establishment of universities will offer considerable further inducements for the attainment of high proficiency, and thus supply the place of the present senior scholarships, with this additional advantage, that a greater number of subjects in which distinction can be gained will be offered to the choice of students than can be comprised in one uniform examination for a scholarship. and that their studies will thus be practically directed into channels which will aid them in the different professions of life which they may afterwards adopt.

67. In England, when systematic attempts began to be made for the improvement of education, one of the chief defects was found to be the insufficient number of qualified schoolmasters, and the imperfect method of teaching which prevailed. This led to the foundation of normal and model schools for the training of masters, and the exemplification of the best methods for the organisation, discipline, and instruction of elementary schools. This deficiency has been the more palpably felt in India, as the difficulty of finding persons properly educated for the work of tuition is greater; and we desire to see the etablishment,

ment, with as little delay as possible, of training schools, and classes, for masters, in each Presidency in India. It will probably be found that some of the existing institutions may be adapted, wholly or partially, to this purpose, with less difficulty than would attend the establishment of entirely new schools.

68. We cannot do better than refer you to the plan which has been adopted in Great Britain for this object, and which appears to us to be capable of easy adaptation to India. It mainly consists, as you will perceive on reference to the Minutes of the Committee of Council, copies of which we enclose, in the selection and stipend of pupil teachers (awarding a small payment to the masters of the schools in which they are employed, for their instruction out of school hours); their ultimate removal, if they prove worthy, to normal schools; the issue to them of certificates, on the completion of their training in those normal schools; and in securing to them a sufficient salary when they are afterwards employed as schoolmasters. This system should be carried out in India, both in the Government colleges and schools, and, by means of grants in aid, in all institutions which are brought under Government inspection. The amount of the stipends to pupil teachers and students at normal schools should be fixed with great care. The former should receive moderate allowances rather above the sum which they would earn if they left school, and the stipends to the latter should be regulated by the same principle which we have laid down with respect to scholarships.

69. You will be called upon, in carrying these measures into effect, to take into consideration the position and prospects of the numerous class of natives of India who are ready to undertake the important duty of educating their fellow-countrymen. The late extension of the pension regulations of 1831 to the educational service may require to be adapted to the revised regulations in this respect; and our wish is that the profession of schoolmaster may, for the future, afford inducements to the natives of India such as are held out in other branches of the public service. The provision of such a class of schoolmasters as we wish to see must be a work of time; and, in encouraging the "indigenous schools," our present aim should be to improve the teachers whom we find in possession, and to take care not to provoke the hostility of this class of persons, whose influence is so great over the minds of the lower classes, by superseding them where it is possible to avoid it. They should, moreover, be encouraged to attend the normal schools and classes which may hereafter be instituted for this class of teachers.

70. Equal in importance to the training of schoolmasters is the provision of vernacular school books, which shall provide European information to be the object of study in the lower classes of schools. Something has, no doubt, been done, of late years, towards this end, but more still remains to be done; and we believe that deficiencies might be readily and speedily supplied by the adoption of a course recommended by Mr. M. Elphinstone in 1825, namely, "That the best translations of particular books, or the best elementary treatises in specified languages, should be advertised for, and liberally rewarded."

71. The aim should be, in compilations, and original compositions, (to quote from one of Mr. Adam's valuable reports upon the state of education in Bengal,) "Not to translate European works into the words and idioms of the native languages, but so to combine the substance of European knowledge with native forms of thought and sentiment as to render the school books useful and attractive." We also refer with pleasure upon this point to some valuable observations by Mr. Reid, in his report which we have quoted before, more especially as regards instruction in geography. It is obvious that the local peculiarities of different parts of India render it necessary that the class-books in each should be specially adapted to the feelings, sympathies, and history of the people; and we will only further remark upon this subject, that the Oriental colleges, besides generally tending, as we have before observed, to the enrichment of the vernacular languages, may, we think, be made of great use in the translation of scientific works into those languages, as has already been done to some extent in the Delhi, Benares, and Poonah colleges.

Report, 1850–1, paras. 298–308.

72. We have always been of opinion that the spread of education in India will produce a greater efficiency in all branches of administration, by enabling you

you to obtain the services of intelligent and trustworthy persons in every department of Government; and, on the other hand, we believe that the numerous vacancies of different kinds which have constantly to be filled up, may afford a great stimulus to education. The first object must be to select persons properly qualified to fill these situations; secondary to this is the consideration how far they may be so distributed as to encourage popular education.

73. The resolutions of our Governor-general in Council of the 10th of October 1844, gave a general preference to well-educated over uneducated men in the admissions to the public service. We perceive, with much satisfaction, both from returns which we have recently received of the persons appointed since that year in the Revenue Department of Bengal, as well as from the educational reports from different parts of India, that a very considerable number of educated men have been employed under Government of late years; and we understand that it is often not so much the want of Government employment as the want of properly qualified persons to be employed by Government, which is felt, at the present time, in many parts of India.

74. We shall not enter upon the causes which, as we foresaw, have led to the failure of that part of the resolutions which provided for the annual submission to Government of lists of meritorious students. It is sufficient for our present purpose to observe that no more than 46 persons have been gazetted in Bengal up to this time, all of whom were students in the Government colleges. In the last year for which we have returns (1852), only two persons were so distinguished; and we can readily believe, with the Secretary to the Board of Revenue in Bengal, that young men who have passed a difficult examination in the highest branches of philosophy and mathematics, are naturally disinclined to accept such employment as persons who intend to make the public service their profession must necessarily commence with.

Letter of 6 April 1852, with Returns in Revenue Department, Bengal.

75. The necessity for any such lists will be done away with by the establishment of universities, as the acquisition of a degree, and still more the attainment of university distinctions, will bring highly educated young men under the notice of Government. The resolutions in question will, therefore, require revision so as to adapt them practically to carry out our views upon this subject. What we desire is, that, where the other qualifications of the candidates for appointments under Government are equal, a person who has received a good education, irrespective of the place or manner in which it may have been acquired, should be preferred to one who has not; and that, even in lower situations, a man who can read and write be preferred to one who cannot, if he is equally eligible in other respects.

76. We also approve of the institution of examinations where practicable, to be simply and entirely tests of the fitness of candidates for the special duties of the various departments in which they are seeking employment, as has been the case in the Bombay Presidency. We confidently commit the encouragement of educated in preference to uneducated men to the different officers who are responsible for their selection; and we cannot interfere by any further regulations to fetter their free choice in a matter of which they bear the sole responsibility.

77. We are sanguine enough to believe that some effect has already been produced by the improved education of the public service of India. The ability and integrity of a large and increasing number of the native judges, to whom the greater part of the civil jurisdiction in India is now committed, and the high estimation in which many among them are held by their fellow-countrymen, is, in our opinion, much to be attributed to the progress of education among these officers, and to their adoption along with it of that high moral tone which pervades the general literature of Europe. Nor is it among the higher officers alone that we have direct evidence of the advantage which the public derives from the employment of educated men. We quote from the last Report of the Dacca College with particular satisfaction, as we are aware that much of the happiness of the people of India depends upon the honesty of the officers of police:—"The best possible evidence has been furnished," say the local committee, "that some of the ex-students of the college of Dacca have completely succeeded in the arduous office of darogha. Krishna Chunder Dutt,

Report on Public Instruction, Bengal, 1851-2, page 72.

Dutt, employed as a darogha under the magistrate of Howrah, in particular, is recommended for promotion, as having gained the respect and applause of all classes, who, though they may not practise, yet know how to admire, real honesty and integrity of purpose."

78. But, however large the number of appointments under Government may be, the views of the natives of India should be directed to the far wider and more important sphere of usefulness and advantage which a liberal education lays open to them; and such practical benefits arising from improved knowledge should be constantly impressed upon them by those who know their feelings, and have influence or authority to advise or direct their efforts. We refer, as an example in this respect, with mingled pleasure and regret, to the eloquent addresses delivered by the late Mr. Bethune, when President of the Council of Education, to the students of the Kishnagur and Dacca Colleges.

79. There are some other points connected with the general subject of education in India upon which we will now briefly remark. We have always regarded with special interest those educational institutions which have been directed towards training up the natives of India to particular professions, both with a view to their useful employment in the public service, and to enable them to pursue active and profitable occupations in life. The medical colleges in different parts of India have proved that, in despite of difficulties which appeared at first sight to be insurmountable, the highest attainments in medicine and surgery are within the reach of educated natives of India: we shall be ready to aid in the establishment and support of such places of instruction as the medical colleges of Calcutta and Bombay, in other parts of India. We have already alluded to the manner in which students should be supplied to these colleges, as well as to those for the training of civil engineers.

80. The success of the Thomason College of Civil Engineering at Roorkee has shown that, for the purpose of training up persons capable of carrying out the great works which are in progress under Government throughout India, and to qualify the natives of India for the exercise of a profession which, now that the system of railways and public works is being rapidly extended, will afford an opening for a very large number of persons, it is expedient that similar places for practical instruction in civil engineering should be established in other parts of India, and especially in the Presidency of Madras, where works of irrigation are so essential, not only to the prosperity of the country, but to the very existence of the people in times of drought and scarcity. The subject has been prominently brought under your notice in the recent reports of the Public Works Commissioners for the different Presidencies; and we trust that immediate measures will be taken to supply a deficiency which is, at present, but too apparent.

81. We may notice, in connexion with these two classes of institutions of an essentially practical character, the schools of industry and design, which have been set on foot from time to time in different parts of India. We have lately received a very encouraging report of that established by Dr. Hunter in Madras; and we have also been informed that Sir Jamsetjee Jejeebhoy, with his accustomed munificence, has offered to lay out a very considerable sum upon a like school in Bombay. Such institutions as these will, in the end, be self-supporting; but we are ready to assist in their establishment by grants in aid for the supply of models, and other assistance which they may advantageously derive from the increased attention which has been paid of late years to such subjects in this country. We enclose you the copy of a report which we have received from Mr. Redgrave upon the progress of the Madras school, which may prove of great value in guiding the efforts of the promoters of any similar institutions which may hereafter be established in India. We have also perceived with satisfaction, that the attention of the Council of Education in Calcutta has been lately directed to the subject of attaching to each zillah school the means of teaching practical agriculture; for there is, as Dr. Mouat most truly observes, "no single advantage that could be afforded to the vast rural population of India that would equal the introduction of an improved system of agriculture." Report on Public Instruction, Bengal, 1851–2, Appendix, page clxxi.

82. The increasing desire of the Mahomedan population to acquire European knowledge has given us much satisfaction. We perceive that the Council of

of Education of Bengal has this subject under consideration, and we shall receive with favour any proposition which may appear to you to be likely to supply the wants of so large a portion of the natives of India.

83. The importance of female education in India cannot be overrated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters. By this means a far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men. We have already observed that schools for females are included among those to which grants in aid may be given; and we cannot refrain from expressing our cordial sympathy with the efforts which are being made in this direction. Our Governor-general in Council has declared, in a communication to the Government of Bengal, that the Government ought to give to native female education in India its frank and cordial support; in this we heartily concur, and we especially approve of the bestowal of marks of honour upon such native gentlemen as Rao Bahádur Magaubhái Karramchand, who devoted 20,000 rupees to the foundation of two native female schools in Ahmedabad, as by such means our desire for the extension of female education becomes generally known.

Report on Public Instruction, Bengal, 1849–50, page 2.

84. Considerable misapprehension appears to exist as to our views with respect to religious instruction in the Government institutions. Those institutions were founded for the benefit of the whole population of India; and, in order to effect their object, it was, and is, indispensable that the education conveyed in them should be exclusively secular. The Bible is, we understand, placed in the libraries of the colleges and schools, and the pupils are able freely to consult it. This is as it should be; and, moreover, we have no desire to prevent, or to discourage, any explanations which the pupils may, of their own free will, ask from their masters upon the subject of the Christian religion, provided that such information be given out of school hours. Such instruction being entirely voluntary on both sides, it is necessary, in order to prevent the slightest suspicion of an intention on our part to make use of the influence of Government for the purpose of proselytism, that no notice shall be taken of it by the inspectors in their periodical visits.

85. Having now finished the sketch that we proposed to give of the scheme for the encouragement of education in India, which we desire to see gradually brought into operation, we proceed to make some observations upon the state of education in the several Presidencies, and to point out the parts of our general plan which are most deficient in each.

86. In Bengal, education through the medium of the English language has arrived at a higher point than in any other part of India. We are glad to receive constant evidence of an increasing demand for such an education, and of the readiness of the natives of different districts to exert themselves for the sake of obtaining it. There are now five Government Anglo-vernacular colleges; and zillah schools have been established in nearly every district. We confidently expect that the introduction of the system of grants in aid will very largely increase the number of schools of a superior order; and we hope that, before long, sufficient provision may be found to exist in many parts of the country for the education of the middle and higher classes, independent of the Government institutions, which may then be closed, as has been already the case in Burdwan, in consequence of the enlightened conduct of the Raja of Burdwan, or they may be transferred to local management.

87. Very little has, however, been hitherto done in Bengal for the education of the mass of the people, especially for their instruction through the medium of the vernacular languages. A few vernacular schools were founded by Government in 1844, of which only 33 now remain, with 1,400 pupils, and, upon their transfer, in April 1852, from the charge of the Board of Revenue to that of the Council of Education, it appeared that "they were in a languishing state, and had not fulfilled the expectations formed on their establishment."

88. We have perused, with considerable interest, the report of Mr. Robinson, Inspector of the Assam schools, of which there appear to be 74, with upwards of 3,000 pupils. Mr. Robinson's suggestions for the improvement of the

the system under which they are now managed appear to us to be worthy of consideration, and to approach very nearly to the principles upon which vernacular education has been encouraged in the North-Western Provinces. We shall be prepared to sanction such measures as you may approve of, to carry out Mr. Robinson's views.

89. But the attention of the Government of Bengal should be seriously directed to the consideration of some plan for the encouragement of indigenous schools, and for the education of the lower classes, which, like that of Mr. Thomason in the North-Western Provinces, may bring the benefits of education practically before them, and assist and direct their efforts. We are aware that the object held out by the Government of Agra to induce the agricultural classes to improve their education does not exist in Bengal; but we cannot doubt that there may be found other similar solid advantages attending elementary knowledge, which can be plainly and practically made apparent to the understandings and interests of the lower classes of Bengal.

90. We perceive that the scheme of study pursued in the Oriental colleges of Bengal is under the consideration of the Council of Education, and it appears that they are in an unsatisfactory condition. We have already sufficiently indicated our views as to those colleges, and we should be glad to see them placed upon such a footing as may make them of greater practical utility. The points which you have referred to us, in your letter of the 5th of May, relative to the establishment of a Presidency College at Calcutta, will form the subject of a separate communication.

91. In the North-Western Provinces the demand for education is so limited by circumstances fully detailed by the Lieutenant-Governor in one of his early reports, that it will probably be long before private efforts will become energetic enough to supply the place of the establishment, support, and management, by Government, of places of instruction of the highest grade, where there may be a sufficient reason for their institution.

92. At the same time, the system for the promotion of general education throughout the country, by means of the inspection and encouragement of indigenous schools, has laid the foundation of a great advancement in the education of the lower classes. Mr. Thomason ascertained, from statistical information, the lamentable state of ignorance in which the people were sunk, while the registration of land, which is necessary under the revenue settlement of the North-Western Provinces, appeared to him to offer the stimulus of a direct interest for the acquisition of so much knowledge, at least of reading and writing, of the simple rules of arithmetic, and of land measurement, as would enable each man to look after his own rights.

93. He therefore organised a system of encouragement of indigenous schools, by means of a constant inspection by zillah and pergunnah visitors, under the superintendence of a visitor-general; while, at the head-quarters of each tahsildar, a school was established for the purpose of teaching "reading and writing the vernacular languages, both Urdu and Hindi accounts, and the mensuration of land." A school-house is provided by Government, and the masters of the Tahsili schools receive a small salary, and are further entitled to the tuition fees paid by the pupils, of whom none are educated gratuitously, except "on recommendations given by village schoolmasters who may be on the visitor's list." A certain sum is annually allotted to each zillah for the reward of deserving teachers and scholars; and the attention of the visitor-general was expressly directed to the preparation of elementary school-books in the vernacular languages, which are sold through the agency of the zillah and the pergunnah visitors. We shall be prepared to sanction the gradual extension of some such system as this to the other districts of the Agra Presidency, and we have already referred to it as the model by which the efforts of other Presidencies for the same object should be guided.

94. In the Presidency of Bombay the character of the education conveyed in the Anglo-vernacular colleges is almost, if not quite, equal to that in Bengal; and the Elphinstone Institution is an instance of a college conducted in the main upon the principle of grant in aid, which we desire to see more extensively carried

carried out. Considerable attention has also been paid in Bombay to education, through the medium of the vernacular languages. It appears that 216 vernacular schools are under the management of the Board of Education, and that the number of pupils attending them is more than 12,000. There are three inspectors of the district schools, one of whom (Máhádeo Govind Shastri) is a native of India. The schools are reported to be improving, and masters trained in the Government colleges have been recently appointed to some of them with the happiest effects. These results are very creditable to the Presidency of Bombay; and we trust that each Government school will now be made a centre from which the indigenous schools of the adjacent districts may be inspected and encouraged.

95. As the new revenue settlement is extended in the Bombay Presidency, there will, we apprehend, be found an inducement precisely similar to that which has been taken advantage of by Mr. Thomason, to make it the interest of the agricultural classes to acquire so much knowledge as will enable them to check the returns of the village accountants. We have learnt with satisfaction that the subject of gradually making some educational qualification necessary to the confirmation of these hereditary officers is under the consideration of the Government of Bombay, and that a practical educational test is now insisted upon for persons employed in many offices under Government.

96. In Madras, where little has yet been done by Government to promote the education of the mass of the people, we can only remark with satisfaction that the educational efforts of Christian missionaries have been more successful among the Tamul population than in any other part of India; and that the Presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity, by founding Government Anglo-vernacular institutions only where no such places of instruction at present exist, which might, by grants in aid and other assistance, adequately supply the educational wants of the people. We also perceive with satisfaction that Mr. Daniel Eliott, in a recent and most able minute upon the subject of education, has stated that Mr. Thomason's plan for the encouragement of indigenous schools might readily be introduced into the Madras Presidency, where the Ryotwari settlement offers a similar practical inducement to the people for the acquisition of elementary knowledge.

97. We have now concluded the observations which we think it is necessary to address to you upon the subject of the education of the natives of India. We have declared that our object is to extend European knowledge throughout all classes of the people. We have shown that this object must be effected by means of the English language in the higher branches of instruction, and by that of the vernacular languages of India to the great mass of the people. We have directed such a system of general superintendence and inspection by Government to be established, as will, if properly carried out, give efficiency and uniformity to your efforts. We propose by the institution of universities to provide the highest test and encouragement of a liberal education. By sanctioning grants in aid of private efforts, we hope to call to the assistance of Government private exertions and private liberality. The higher classes will now be gradually called upon to depend more upon themselves; and your attention has been more especially directed to the education of the middle and lower classes, both by the establishment of fitting schools for this purpose, and by means of a careful encouragement of the native schools which exist, and have existed from time immemorial, in every village, and none of which perhaps cannot in some degree be made available to the end we have in view. We have noticed some particular points connected with education, and we have reviewed the condition of the different Presidencies in this respect, with a desire to point out what should be imitated, and what is wanting, in each.

98. We have only to add, in conclusion, that we commit this subject to you with a sincere belief that you will cordially co-operate with us in endeavouring to effect the great object we have in hand, and that we desire it should be authoritatively communicated to the principal officers of every district in India, that henceforth they are to consider it to be an important part of their duty, not only in that social intercourse with the natives of India, which we always learn

learn with pleasure that they maintain, but also with all the influence of their high position, to aid in the extension of education, and to support the inspectors of schools by every means in their power.

99. We believe that the measures we have determined upon are calculated to extend the benefits of education throughout India; but, at the same time, we must add that we are not sanguine enough to expect any sudden, or even speedy, results to follow from their adoption. To imbue a vast, and ignorant, population with a general desire for knowledge, and to take advantage of that desire when excited to improve the means for diffusing education amongst them, must be a work of many years; which, by the blessing of Divine Providence, may largely conduce to the moral and intellectual improvement of the natives of India.

100. As a Government, we can do no more than direct the efforts of the people, and aid them wherever they appear to require most assistance. The result depends more upon them than upon us; and although we are fully aware that the measures we have now adopted will involve in the end a much larger expenditure upon education from the revenues of India, or, in other words, from the taxation of the people of India, than is at present so applied, we are convinced, with Sir Thomas Munro, in words used many years since, that any expense which may be incurred for this object, "will be amply repaid by the improvement of the country; for the general diffusion of knowledge is inseparably followed by more orderly habits, by increasing industry, by a taste for the comforts of life, by exertion to acquire them, and by the growing prosperity of the people."

We are, &c.

(signed)

J. Oliphant.
E. Macnaghten.
C. Mills.
R. Ellice.
J. W. Hogg.

W. J. Eastwick.
R. D. Mangles.
J. P. Willoughby.
J. H. Astell.
F. Currie.

EDUCATION (INDIA).

COPY of a Despatch to the Government of *India*, on the Subject of General Education in *India*.

(*Sir Erskine Perry*)

Ordered, by The House of Commons, *to be Printed,*
20 *July* 1854.

393.

Under 3 *oz.*

EAST INDIA (EDUCATION).

RETURN to so much of an Order of the Honourable The House of Commons, dated the 11 December 1857, *as calls for*,

"COPIES of Correspondence with the Indian Government, showing the Progress of the Measures adopted for carrying out the Education Despatch of 19 July 1854, (in continuation of Parliamentary Paper, No. 393, of Session 1854.)"

East India House, 11 February 1858.

JAMES C. MELVILL.

(*Mr. Kinnaird.*)

Ordered, by The House of Commons, *to be Printed,*
12 *February* 1858.

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East India House,
11 February 1858.

J. S. Mill,
Examiner of India Correspondence.

COPIES of CORRESPONDENCE with the Indian Governments showing the Progress of the Measures adopted for carrying out the EDUCATION DESPATCH of 19 July 1854, (in continuation of Parliamentary Paper 393 of Session 1854).

To the Honourable the Court of Directors of the East India Company.

Home Department,
20 October (No. 88) 1854.

Honourable Sirs,

With reference to para. 4 of our letter, No. 79, dated 4th November 1853, we have the honour to transmit to your Honourable Court, the accompanying despatch from the Chief Commissioner of the Punjab, recording his views on the proposition for extending the North-west Provinces system of vernacular education to the Punjab, and forwarding a minute from Mr. Montgomery, the Judicial Commissioner, on the same subject, together with a report from Mr. M'Leod, the Commissioner of the Trans-Sutlej States, which throws considerable light on the highly important subject of indigenous education.

2. We transmit, also, copies of our minutes as per margin,* and have only to remark that the recent instructions communicated by your Honourable Court in your despatch No. 49, dated 19th July last, supersede the necessity of our making any specific recommendation to your Honourable Court.

We have, &c.

(signed) *Dalhousie.*
J. Dorin.
J. Low.
J. P. Grant.

Fort William, 20th October 1854.

To the Honourable the Court of Directors of the East India Company.

Home Department,
27 October (No. 91) 1854.

Honourable Sirs,

So soon as your Honourable Court's despatch, dated 19 July 1854, No. 49, upon the subject of general education in India, was received, the Governor-general took the necessary preliminary steps for giving effect to the instructions which it contained. To that end his Lordship communicated with, and requested the assistance of several public officers who have taken a distinguished part heretofore in the direction of education in India, and whose knowledge of the system which has hitherto been pursued, and of its deficiencies as well as its excellencies, will be of the utmost value to him in proposing hereafter the practical measures to which recourse may best be had for the establishment of the new and extended system of education under our rule.

2. The plan is itself so large, and its details so numerous, and many of them so novel, that it has been found that some time must of necessity elapse before it will be possible for his Lordship to bring before the Council Board the several projects which will be prepared.

3. Under

* Minute by the Governor-General, dated 16th June 1854.
Minute by the Honourable J. A. Dorin, dated 13th June 1854.
Minute by Major-General the Honourable J. Low, C. B., dated 14th June 1854.
Minute by the Honourable J. P. Grant, dated 12th October 1854.

3. Under these circumstances, we deem it expedient to lose no time in acknowledging the receipt of your Honourable Court's despatch, and to report the steps which have already been taken in obedience to your injunctions.

4. In so doing we desire to express to your Honourable Court the strong and genuine gratification which the receipt of this important despatch has afforded both to us and the community; and to express the satisfaction with which we regard the general features of the great measure which your Honourable Court has wisely resolved to introduce for the benefit of those committed to your charge.

5. While we thus regard with feelings of the strongest satisfaction the declared intention of your Honourable Court to extend more widely and vigorously than heretofore your measures for general education in India, we must be permitted to express some regret that the language of the despatch in which your intention has been made known is calculated to lead the world to infer an inactivity on the part of the Government of India in the promotion of general education, with which it is not justly chargeable. We cannot but feel some pain that the wish which your Honourable Court have expressed in your despatch, that "the attention of the Government of Bengal should be seriously directed to the consideration of some plan for the encouragement of indigenous schools, and for the education of the lower classes;" and further, the intimation made by your Honourable Court that you would be "prepared to sanction the gradual extension of some such system" as Mr. Thomason had experimentally introduced "to the other districts of the Agra Presidency," must needs have led Parliament and the public of England to suppose that nothing had of late been done by the Government of India towards those two great ends; whereas nearly a year has now elapsed since we addressed to your Honourable Court a despatch,* the receipt of which has not yet been acknowledged, requesting your sanction to a completely organised system of indigenous schools throughout all the districts under the Agra Government, and further intimating that directions for the formation of a similar system had already been issued to the Government of Bengal, and that corresponding instructions had also been issued to the Government of the Punjab.

* *Vide* despatch to Court, No. 79, dated 18 November 1853.

6. The scope of the present despatch from your Honourable Court is more than sufficient to include within its sanction these and other similar projects, which have been submitted for approval by the Government of India. We assure your Honourable Court that, with respect to these, as to all other points connected with the vitally important subject of general education in India, your Honourable Court have done justice to the Governor-general in Council when you record your "sincere belief" that "he would cordially co-operate" with you in endeavouring "to effect the great object which you have in hand."

We have, &c.
(signed) *Dalhousie.*
J. Dorin.
J. Low.
J. P. Grant.

Fort William, 27 October 1854.

To the Honourable the Court of Directors of the East India Company.

Home Department,
26 January (No. 7) 1855.

Honourable Sirs,

In continuation of our despatch No. 91, dated the 27th October 1854, we have now the honour to report our proceedings towards giving effect to the instructions contained in your Honourable Court's despatch, No. 49, dated the 19th July last, on the subject of general education. These will be gathered from the minutes of the Governor-general and members of Council, and from the instructions we have issued to the several local Governments, and to the authorities in charge of non-regulation provinces.

2. With reference to the doubt which has been felt as to the precise intention of your Honourable Court, as expressed in the 33d para. of your despatch, we have not felt ourselves authorised to do more than to appoint a committee, consisting of the President and the members of the late Council of Education in Bengal,

26. The cost proposed is,

	Monthly.
Principal staff salary - - - - - -	*Rs.* 700
Professor of civil engineering and architecture -	600
First mathematical master - - - - -	300
Second - ditto - ditto - - - - - -	200
Surveying master - - - - - - -	250
Drawing - ditto - - - - - - -	250
Mechanist - - - - - - - -	250
	2,550

To which will have to be added—

Instruments and tools per mensem - - -	400
Workshops - - - - - - - -	250
Brick-fields and lime-kilns - - - - - -	200
Books and stationery - - - - - -	500
Establishment of servants, &c., about - - -	400
Scholarships - - - - - - - -	300
House rent - - - - - - - -	250
TOTAL - -	*Rs.* 4,850

27. The principal will be a military man, and preferably an officer of the corps of Engineers.

28. Having attentively considered the plan of the civil engineering college propounded by the Director of Public Instruction, as sketched in the preceding paras., and believing the objections urged against the adoption of the Carnatic officers' school as a basis of the college to be valid, more especially that of the essentially and necessarily military character of the institution, and of the discipline to be maintained in it, we approved generally of the arrangements which had been submitted by Mr. A. J. Arbuthnot, and recommended them, and the establishment for carrying them out, for the sanction of the Government of India, at a cost of 4,850 rupees per mensem, or 58,200 rupees per annum.

29. With reference to the observations of the Director in para. 26 of his report, we remarked that we could in no way recognise nor tolerate any such prejudices on the part of the natives as would disincline them to send their children to such establishments as Major Maitland's school on account of the manual labour which forms part of the course of instruction; what we most required were practical men who knew their business, and none were likely to acquire practical habits unless they were obliged to learn some particular trade. The Director's estimate included charge for instruments, tools, workshops, brick-fields, and lime-kilns; and we were of opinion that every student should be required to master some one trade or craft, his knowledge of which should not be merely theoretical or confined to general principles, but practical, extending to a familiarity with details and acquaintance with the use of tools and implements, gained by personal labour in the yard or workshop.

30. The Director had concluded by remarking that if his arrangements were approved, Major Maitland's school would, he presumed, be restricted to the purposes for which it was established by him, viz., the education of the Ordnance artificers under his command. From this body the majority of the artificers required for employment in the Public Works Department would be selected; and while the design of the school would be limited to the education of artificers, all due facilities should be offered to those who might manifest an aptitude for scientific duties to enter the Public Works Department.

31. To these views we quite subscribed; but we believe that, in order that Major Maitland's school should be in a condition to supply any considerable number of artificers to the Public Works Department, in addition to the Ordnance, it would need to be increased. We have accordingly requested the Director of Public Instruction to state, after communicating with Major Maitland and the chief engineer, to what extent the increase should for the present take place.

32. In connexion with this subject, we beg to lay before your Honourable Court copy of a letter from the chief engineer in the Department of Public Works, and a memo. from Major F. C. Cotton, one of his deputies, in which both those officers have expressed views adverse to the combination of the civil engineering college with the Carnatic Ordnance artificers' school.

EXTRACT Public Letter from Fort St. George, dated 11 November (No. 34), 1856.

In Diary to Cons., 1 July 1856 (Nos. 12 and 13); 26 August 1856; 9 September 1856.

4. With his letters of the 19th May and 10th July last, a printed copy of which is now forwarded, the Director of Public Instruction submitted tabular statements of the applications which he had received for grants in aid of schools unconnected with Government, with the recommendation of the inspector, and his own recommendation in each case.

5. The merits of each application appear to have been well considered by Mr. Arbuthnot, and the grounds upon which his recommendation in every case is based (an abstract of which is given in the tabular statements) are very fully detailed in the body of his letters.

6. Under the authority of the Government of India, conveyed in their despatch of the 11th May 1855, we sanctioned the grants recommended, involving an estimated expenditure for the current official year, exclusive of the amount already sanctioned of *Rs.* 17,759, as shown in the margin.* Deducting the whole amount thus placed at the disposal of the Director from the expenditure authorised by the Government of India, the remainder available for further grants is only *Rs.* 5,897.

7. It will be seen from his letter of the 10th July last, that the Director had received further applications for 20 schools, which had still to be reported on, and that the grants which would probably be required for these were roughly estimated by him at *Rs.* 12,000. We expressed our willingness to assent to the arrangement proposed in the concluding para. of that letter for supplying the deficiency in the amount available for grants in aid to the extent required to meet the above sum, but deferred passing orders on the subject until we were in the receipt of a further report upon the applications in the list marked A, in respect to which no information had yet been furnished by the inspector. Pending Mr. Arbuthnot's reply, we considered it advisable to request the opinion of the Supreme Government as to whether the proposed arrangement would be in accordance with the spirit of their instruction to the Governments of Bengal and Agra, contained in their despatches, dated 26th January 1855.

8. The greater part of the amount placed at the disposal of this Government has thus been already absorbed, and the remainder will scarcely suffice to meet one-half of the applications which have since been received. It appeared therefore to us so manifest that a much larger sum must eventually be allowed for grants in aid in this Presidency, that it was, we thought, perhaps useless to attempt anything like an equal distribution of the present amount. At the same time we pointed out to the Director that it would be well to avoid the allotment of an unduly large share to any particular locality; and in the case of Mangalore, where a grant to one school of *Rs.* 744 had already been sanctioned, the application for a second grant of *Rs.* 1,200 for another institution must be carefully considered and reported on.

See Despatch, 11 February, No. 3 of 1856, paras 15 and 16.

9. We

		Rs.
* Amount recommended in letter of 19 May	- - -	12,058
Ditto - - ditto - - - 10 July	- - -	5,701
		17,759
Already sanctioned	- - - - - - - - -	1,344
		19,103
Still available	- - - - - - - - -	5,897
		Rs. 25,000

29

9. We considered that the Director was right in not establishing zillah schools in places where private schools already existed, when they were properly conducted, or when the managers would attend to his suggestions for their improvement, as at Trichinopoly. Assistance however should, we observed, be refused where information was not furnished, when required by the Director, as in the instances of the town and village vernacular schools, entered as No. 12 in Statement A, and the Madras native progressive seminary, No. 18 of the same return.

EXTRACT Public Letter from Fort St. George, dated 25 August 1857 (No. 17).

Para. 2. In his letter of the 27th November last, the Director of Public Instruction laid before us a proposal, emanating from the principal of the normal school, and approved by Mr. Arbuthnot himself, involving a complete re-organisation of the establishment of that institution. In Diary to Con., 13 Jan. 1857, Nos. 23 and 24.

3. This institution, it was observed, had hitherto been divided into two parts. The training department, where the normal students were instructed in the practice of teaching, and the primary school, designed both for the education of junior boys, and as a field wherein the theoretical knowledge of the normal students might be turned into practice.

4. In the first of these departments the assistant master appeared to be of no material assistance to the principal. There were 12 subjects of study, of which the assistant took but three; so that, besides the general duties of superintendence, the principal was called upon to teach no less than nine of the higher branches of study. Every lecture was intended as a model for the imitation of the students; 'but where so many subjects were left to one head, it was clear, the principal observed, that vigorous and lucid expositions of each could not be expected. Next year, too, the subjects would increase in difficulty. It was evident, he submitted, that the division of labour was unequal, and that under it, thorough efficiency of teaching could not be looked for. Again, in addition to his attendance in the lecture-room, efficiency as a teacher was further dependent on the normal students' opportunities for practice. This practice should be carried on under the eye of a superior master, one competent to point out to the future teacher the errors into which he might fall, and the way to remedy them. The primary school, hitherto, had, it was remarked, no such model master. The deficiency was in part supplied by the zeal of the principal, but his onerous duties in other departments rendered it desirable that he should be relieved from this description of work as early as possible.

5. It was next represented that the lower department of the institution, the primary school, was susceptible of many improvements.

6. In the first place, its size, there being 300 boys under instruction, rendered it unwieldy. To remedy this, the school had for some time past been divided into two great classes; the first, containing 100, taught by the pupils under instruction with the principal, and forming the practising school; the second, containing the remainder, taught by the master and his assistants, and receiving less minute supervision from the principal.

7. The original staff is given in the margin, and it was suggested that by carrying out the following changes, the department might at once be made an efficient element in training teachers and imparting at the same time a better education to its own pupils.

	Rs.
Master	200
6 Assistants	330
6 Moonshees	230
	Rs. 760

Proposed Change.

Master of Practical School	Rs. 180
Ditto of Model - ditto	„ 150
3 Assistant masters (at present)	„ 150
6 Moonshees (at present)	„ 230
	Rs. 710

 8. The

8. The use of the practising department would be to familiarise the normal pupils with good models of teaching, whilst the model school would show them how best to conduct the general management and duties of a large school. The assistant masters would only be temporarily required. It was proposed to supply their place by pupil teachers, selected from the most promising pupils in the primary school, who were to be paid and retained for four years, at the end of which period they would be eligible, by examination, to scholarships, and for admission, according to their merits, into the ranks of the normal pupils. This plan, if carried out, would not only be found cheaper than that hitherto observed, but be the forerunner of an incalculable amount of good; so far more valuable, in the opinion of the principal, were the services of good pupil teachers than those of assistant masters. In the hands of the former, the vernacular teaching also could be made a most appropriate instrument of education. It had hitherto been imparted in a most unskilful manner, so much so, that the study of that which must always be the great medium of educating the majority was, by the mode pursued by the present moonshees, almost a waste of time.

E. M. C. 31 January 1856.

9. From Mr. Arbuthnot's letter, it appeared that out of 1,045 rupees, the amount sanctioned for the subordinate establishment of the Government normal school, the Director, under the discretion given him by us, had assigned 825 rupees only. The changes contemplated by the principal would not involve any permanent charge, beyond the sum sanctioned. The original establishment and that proposed are exhibited in the margin. The leading changes in the principal's scheme, as observed by Mr. Arbuthnot, were the appointment of an additional assistant training master for the behoof of the normal students, and the substitution of two well-trained masters, one to preside over the practising, and the other over the model school, the latter aided by pupil teachers, in lieu of the present agency. For a few months it was proposed to retain three of the existing assistant teachers, pending the preparation in their necessary duties of the pupil teachers of the model school, but this of course would form but a temporary charge.

Salaries at present assigned:

	Rs.	a.
Assistant training master	200	–
Primary head master -	200	–
Second ditto - - -	50	–
Third, fourth, and fifth, at 35 - - - -	105	–
Writing master - -	40	–
Principal's clerk - -	30	–
Vernacular, head Tamil and Telugu pundits, at 50 and 40 - - - -	90	–
Two second pundits, at 30	60	–
Two second third ditto, at 25 - - - -	50	–
Total - -	Rs. 825	–

Proposed Establishment:

	Rs.	a.
Assistant training master	250	–
Assistant vernacular master	200	–
Primary:		
Master of practising school	180	–
Master of model school -	150	–
Gratuity for instructing pupil teachers - -	30	–
Average of stipends for six pupil teachers - -	50	8
Tamil, two pundits - -	85	–
Telugu, two ditto - -	70	–
Total - -	Rs. 1,015	8

10. The only material difficulty in introducing the change would consist, it was observed by the Director, in the disposal of Mr. McLeish, the present head master of the primary school. Under the new system, Mr. McLeish, it was pointed out by the principal, was not the man for his post. Mr. Arbuthnot proposed to transfer Mr. McLeish to the head mastership of a provincial school, and to call upon him to resign the service after he had served the full time, 20 years, for a pension, provided your Honourable Court were pleased to dispense, in his case, with the usual certificate of physical incapacity required under the rules in force for the uncovenanted branch of the service. As to the subordinate teachers in the English department of the primary school, they could be drafted into other schools or dismissed, if their services were no longer required, with gratuities.

11. We were of opinion that the principal of the training institution had satisfactorily shown that the present establishment was insufficient. A greater division of labour was required in the normal school, and an efficient assistant to the principal was obviously necessary. In the present state of education, with the large proportion of pupils, comparatively but slightly instructed, who resorted both to the normal and primary (or practising) classes, it was clearly necessary that more time should be devoted to elementary education. In a training institution, the principal object to be attended to was the theory and practice of teaching, and the principal should be relieved from all elementary work that would restrict him from giving his entire time to that important labour, and the general superintendence of the institution.

12. We

12. We further considered the scheme proposed by Mr. Fowler for forming the primary school into two divisions, one to be retained for its original purpose of a practising school; the other two to be, what is called by him a model school, to be well conceived, and to hold out the prospect of very evident advantage. The model school, in particular, promised to be especially useful, by affording an opportunity of teaching the pupils how a school might be worked efficiently by a single master. It was probable that, for some years to come, a single trained master to each mofussil school would be as large a supply as could be furnished. Besides its advantages to the system in forming a field for the practice of the future master, the model school would constitute an excellent nursery from which to recruit the class of normal pupils.

13. We concurred with Mr. Fowler and the Director in viewing the present head master of the primary school as unequal to the efficient discharge of that office. Mr. McLeish's character stands very high, and in such duties as have devolved on him hitherto he has evinced great diligence, and conducted himself most creditably. Under the present improved system, however, he cannot hold his place, and it will be desirable to dispose of him in the manner suggested by Mr. Arbuthnot. We cannot doubt that, under the peculiar circumstances of the case, your Honourable Court will take a liberal view of Mr. McLeish's application for a pension.

14. While we approved Mr. Fowler's plan generally, some objections to its details had occurred to us which we considered well to notice. In the first place, it appeared to have been framed too much with reference to the present officials of the institution. The post of assistant (training) master, in the native languages, assigned to Mr. Joyes, comprised duties such as that teacher, who had hitherto filled very creditably the useful office of vernacular master, would hardly be competent to discharge; and the salary, 200 rupees, proposed for him, was larger than he could expect. With the same view the scheme for a normal class of vernacular teachers appeared to have been devised, an arrangement which, in our opinion, was objectionable. Mr. Joyes could not be considered equal to the task of instructing such a class in the "art of teaching," and from the principal and other masters he would, obviously, receive no assistance in his department. It could scarcely be expected that these youths could be turned out as qualified teachers in six months, even supposing that they had already been for some time in the primary school, which did not, however, appear to be deemed a necessary preliminary. Thus, persons desirous to qualify as vernacular teachers only, would not necessarily have even the smattering of knowledge that candidates bring from the English schools they have attended, before presenting themselves at the training institution.

Vide para. 7, of Principal's letter.

15. If the salary assigned to Mr. Joyes were too high, that proposed for the two masters from England seemed, on the other hand, too low, as were also those assigned to the native vernacular teachers. A distribution, as per margin, would, it seemed to us, have been a better arrangement.

	Rs.	*a.*
Assistant training master	250	–
Assistant training master	150	–
Master of practising and model schools, at 200 each	400	–
Pupil teachers	90	–
Two head pundits, at 50	100	–
Two assistant ditto, at 35	70	–
Rs.	1,060	–

16. Although, however, the scale of establishment proposed by the principal appeared to us to be susceptible of improvement, we did not press that objection, but sanctioned the scheme as it had now been submitted to us, under the discretion allowed by the Government of India in their letter, 5th January 1856.

General Department.—14 April (No. 48) 1855.

To the Honourable the Court of Directors for the Affairs of the Honourable East India Company, London.

Honourable Sirs,

We have the honour to acknowledge the receipt of your Honourable Court's despatch, dated the 30th August (No. 39) 1854, and to transmit herewith copies of the documents quoted in the margin, relative to the measures which were taken

1855: V. 2059 to 65.

taken by us up to the 31st March 1855, for the introduction into this Presidency of the scheme of education laid down in your Honourable Court's despatch to the Government of India, dated 19 July (No. 49) 1854.

We have, &c.
(signed) *J. G. Lumsden.*
A. Malet.

Bombay Castle, 14 April 1855.

No. 92 of 1855.—General Department.

To the Honourable the Court of Directors for the Affairs of the Honourable East India Company, London.

Honourable Sirs,

1855: V. 2682. V. 3011 to 27. V. 3169 to 73. V. 3209 to 12. V. 3287 and 88. V. 3123 to 25. V. 3684 to 86. V. 3712 and 13.

In continuation of our letter No. 48, dated 14 April last, we have the honour to transmit to your Honourable Court copies of the documents quoted in the margin, relative to the measures which were taken by us up to the 30th June 1855, for the introduction into this Presidency of the scheme of education laid down in your Honourable Court's despatch to the Government of India, dated 19 July (No. 49) 1854.

We have, &c.
(signed) *J. G. Lumsden,*
A. Malet.

Bombay Castle, 28 July 1855.

Extract Public Letter from Bombay, dated 1 November (No. 130) 1855.

3. Under date the 30th August 1855, the Director of Public Instruction submitted for our consideration the draft of a set of rules for the regulation of grants in aid in this Presidency. We are of opinion that these rules have been very judiciously and carefully prepared, but it will be observed, that we have deemed it expedient, before authorising their publication, to refer them for the approval of the Government of India.

Extract Public Letter from Bombay, dated 16 February (No. 12) 1856.

Vrs. 6271 (with printed copy of accompaniments). Vrs., 6272 to 80.

Para. 2. As Collection No. 1, we forward copy of a communication from the university committee at Calcutta, dated 10th July 1855, with the opinions obtained, and Minutes severally recorded by us relative to a scheme for the establishment of universities in India.

Extract Public Letter from Bombay, dated 10 May (No. 43) 1856.

* * * * *

Grants in aid, rules for regulating. 1855: V. 442 to 52.

12. The proceedings, numbered as per margin, contain a copy of the rules which, with the sanction of the Government of India, we have caused to be published as provisional rules for the regulation of grants in aid of education in this Presidency. The former correspondence on this subject accompanied our letter, No. 130, dated 1st November last.

No. 53 of 1856.—General Department.

To the Honourable the Court of Directors for the Affairs of the Honourable East India Company, London.

Honourable Sirs,

In para. 18 of your despatch to the Government of India, No. 65, dated the 27th June 1855, your Honourable Court, with reference to the opinion of that Government, that the system of pupil teachers was inapplicable to India, expressed a wish that a trial of it should still be made; and with the view to carry out these instructions which were communicated for our guidance by the Government of India, we requested the Director of Public Instruction to report as to the feasibility of giving the scheme a trial in the schools of this Presidency.

2. From

2. From the proceedings which resulted from the above reference, and of which a transcript is hereto annexed, your Honourable Court will observe, that the proposals submitted by Mr. Erskine were considered by us to be judicious, and calculated to carry out fairly the desire of your Honourable Court, but that before bringing the system into full operation, the further orders of the Government of India were solicited. V. 1455 to 58. V. 2827 to 30.

3. We now beg to forward copy of a letter from that Government, No. 538, dated the 1st May 1856, being a reply to our reference on the subject above alluded to, as also on the subject of establishing two normal schools in this Presidency, regarding which a full report was made to your Honourable Court in our despatch, No. 15, dated the 29th February 1856, accompanied with a request that in consideration of the urgency of the case, your Honourable Court would be pleased at once to authorise Mr. Farrer to arrange for the selection of the European agency required for the superintendence of the proposed schools.

4. The Government of India, however, it will be perceived from their letter above quoted, object to the scheme of normal schools as recommended by us for the adoption of your Honourable Court, and we have therefore requested Mr. Erskine to submit a revised one, in accordance, as nearly as circumstances will admit, to the plan pointed out as desirable by the Government of India.

5. We have also requested Mr. Erskine to furnish the further information required by the Government of India as to the maximum number of pupil teachers to be selected each year, and we beg to state that our further proceedings on both of the subjects above referred to will be duly reported for the information of your Honourable Court.

We have, &c.
(signed) *Elphinstone.*
A. Malet.

Bombay Castle, 10 June 1856.

EXTRACT Public Letter from Bombay, dated 30 March (No. 30) 1857.

Normal Schools. Proposed establishment of— 1856:

12. AGREEABLY to the promise made in para. 5 of our letter, No, 53, dated the 10th June 1856, we beg to report our further proceedings relative to the proposed establishment of two normal schools in this Presidency, and to a scheme for providing for the education of pupil teachers, who it was proposed were to have entered those schools for the purpose of receiving the necessary instruction in the art of teaching. V. 5710 and 11.

V. 2039 to 41. V. 4029 and 29 A. V. 4038 to 40. V. 4420 to 22. V. 5069 and 70. V. 5286 and 87.

13. Your Honourable Court will observe, that the question of normal schools is still under separate consideration, and that with reference to the scheme for educating pupil teachers, the Director of Public Instruction has explained that the majority of the visitors of schools are by no means in favour of an attempt to introduce that scheme immediately, and that he also is of the same opinion.

V. 4423 to 26. V. 5544 and 45. V. 5648 to 50. V. 6485 and 86.

14. To meet, however, the present want of properly-trained schoolmasters which is urgently felt in all quarters, Mr. Erskine, it will be observed, proposed, pending the adoption of the more comprehensive measures proposed by him, or such others as may eventually be approved in their stead, to trust to—

1st. Local general scholarships, on which subject he promised to address us hereafter.

2d. Classes of candidate masters.

3d. Elementary normal schools.

15. Adverting to the classes of candidate masters, we beg to refer your Honourable Court to para. 15 of our despatch, No. 43, dated the 10th May 1856, in which we reported that the Government of India had sanctioned the formation of one such class in each of the districts of Ahmedabad, Surat, and Dharwar. From our Proceedings, of which a copy is now forwarded, your Honourable Court will learn that similar classes have also been sanctioned for Poona, Ahmednuggur, and Tauna, and that the number of candidates in each of the classes at Surat, Ahmedabad, Poona, and Dharwar has been increased from 10 to 20.

16. With reference to the third of the means to which Mr. Erskine proposed to trust for a supply of properly trained schoolmasters, your Honourable Court will observe, that an elementary normal school has already been established at Poona, and that the existing normal class at Surat has been reorganised and a similar one established at Ahmedabad.

EXTRACT Public Letter from Bombay, dated 17 July (No. 59) 1857.

Letter, No. 40, dated 10 December 1856, paras. 5 to 11. Revising the proceedings of this Government on certain points involved in the general scheme of education contemplated by Mr. Erskine, and making certain remarks with reference to them.

91. WE have requested our Director of Public Instruction, after consideration of your Honourable Court's remarks, and after communicating with the educational superintending authority in the North West Provinces, as directed by your Honourable Court, to submit to us his opinion, and report on the subjects discussed.

Paras. 12 and 13. Requiring certain further information with reference to the rules laid down by this Government for the administration of grants in aid. 1856:—V. 3950 to 52; V. 5509 and 10. 1857:—V. 942 to 44; V. 1720 to 22; V. 1937 to 40; V. 2039 to 42; V. 2177 and 78; V. 2349 and 50; V. 2890 to 92.

92. Adverting to the subject of these paragraphs, we beg to refer your Honourable Court to the proceedings which accompany this letter as Collection No. 3.

Public Department.—18 April (No. 43) 1855.

Our Governor-General of India in Council.

Para. 1. WE now reply to your letters, dated the 20th October (No. 88), and 27th October (No. 91) 1854, in the first of which you forward correspondence relating to the extension of education in the Punjab, and in the second acknowledge the receipt of our despatch on the subject of general education, dated 19th July (No. 49) 1854.

2. We regret that in the despatch referred to we should have omitted to notice the judicious measures which had been taken by you to provide for the extension of indigenous schools in Bengal, Behar, the North Western Provinces, and the Punjab. You observe, with justice, that we were informed of these measures by your letter of the 4th of November 1853, No. 79. That letter was, however, not included in the mass of documents of various kinds relating to the state of education to which we then referred, and we were subsequently glad to find that you had anticipated our instructions in this respect.

3. It is highly gratifying to us that, in the opinion of the Chief Commissioner, "the people of the Punjab have a real desire for education, and would willingly second the efforts of the Government for the promotion of educational measures." The Judicial Commissioner describes the upper classes as displaying intelligence and inquisitiveness in respect to Asiatic learning and European science. "The agricultural classes, though uncouth, are," he says, "less apathetic and less illiterate in their tastes than might have been expected. The village accountants display a skill not surpassed, and often not equalled, in Hindostan. The working classes evince a considerable aptitude in mechanical art, and, on the whole, the Punjab is ripe for the introduction of an educational scheme."

4. It is unnecessary for us to observe upon the details of the measures proposed by the Chief Commissioner, as you are already in possession of our views upon the subject, which coincide entirely with his recommendations, and we have authorised you to carry them into effect. We observe that Mr. Montgomery recommended the establishment of a school for every circle of villages or "hulqua" by means of voluntary subscriptions. It appears to us that this suggestion may, if judiciously carried out, greatly aid the development of the scheme, and we shall be anxious to observe what success it has met with in the North Western Provinces, where it has already been partially tried.

5. We

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5. We are glad to perceive, from the information given by Mr. Macleod, that in the Trans-Sutlej States there exist schools which may with advantage be assisted by grants in aid.

6. The observations made by Mr. Grant upon the subject of grants in aid, have not escaped our attention. Although we have deliberately arrived at the conclusion, that such grants are not inconsistent with religious neutrality, and have accordingly sanctioned their introduction, we fully appreciate the necessity which exists for the exercise of great caution in setting on foot a system which may possibly be open to misconstruction, and we fully confide in your discretion and care in framing the practical rules by which the grants will be distributed.

7. The suggestions of Mr. Montgomery, Mr. Macleod, and Mr. Raikes, with regard to the publication of a vernacular periodical for the purpose of conveying to the agricultural population interesting and useful information of various kinds appear to us to be well worthy of your notice, and we cordially concur with Mr. Macleod that it would be very desirable to lead and encourage the mass of the people to a better acquaintance with the principles of the British administration.

8. With regard to the language to be employed in the proposed periodical, and in the Government schools of the Punjab, it appears to us that Mr. Macleod's opinion, that "there is no reason to perpetuate the Punjabee, or even to check its decadence at the expense of the superior Hindostanee, by means of an educational system," is well worthy of your attention, not only with reference to the Punjab, but also to other provinces of which the vernacular language is rude, and wholly or almost exclusively confined to colloquial use, as we believe to be the case in Sind and elsewhere. It would confer a great benefit upon the people of India generally, if gradually, and without any steps calculated to offend local feelings or prejudices, but solely through the medium of the measures now in operation or contemplated for the improvement of education, Oordoo Hindostanee could be made familiar, in the first instance, to the educated classes, and through them, as would certainly follow, to the great body of the people, to the eventual supercession of inferior local dialects.

9. The attention which has been paid to the subject of education in the Punjab has given us sincere pleasure. We beg that you will communicate to the Chief Commissioner, to Mr. Montgomery, to Mr. Macleod, and to the other officers generally, our warmest thanks for their exertions. That those gentlemen have, amidst their other arduous and more pressing duties, been able to direct so large a portion of their attention to the promotion of education, affords to us fresh evidence of their energy and zeal, and of their desire to identify themselves with the feelings and interests of the people committed to their charge. The soundness of the conclusions to which they have arrived gives us, moreover, the best ground for anticipating that the success which they so justly merit will follow their exertions, and that the Punjab will present to the world a signal example of the benefits which British rule confers upon the natives of India.

10. We are glad to learn that you have been engaged in preparing measures for carrying out the extended system of education which we have sanctioned. Those measures necessarily require mature consideration: we place full reliance upon your judgment, and feel perfect confidence that you will continue to pay that earnest attention to the extension of education which has so constantly been shown by your Government, and which the great importance of the subject deserves.

We are, &c.

London, 18 April 1855.

(signed) *E. Macnaghten,*
W. H. Sykes,
&c. &c. &c.

Public Department.—27 June (No. 65) 1855.

Our Governor-General of India in Council.

Letter dated 26 January (No. 7) 1855.

Para. 1. In this letter you report to us the preliminary measures you have adopted for carrying into effect our instructions of the 19th July 1854, for the extension and improvement of general education in India. Education.

 2. These

2. These measures have reference to the machinery for managing the department of education, the establishment of universities, and the institution of a system of "grants in aid."

3. Under the first head you have resolved that a Director-general shall be appointed in each of the divisions of the Bengal Presidency, and in each of the Presidencies of Madras and Bombay, under whose superintendence the department of education shall be placed, and that to this office shall be assigned a salary varying with the standing of the individual nominated to it, but not to exceed 3,000 rupees per mensem. An officer, of course on a lower salary, will also be appointed to superintend education in the Punjab, and provision is made for the appointment of a limited number of inspectors throughout India, on salaries varying from 500 rupees to 1,200 rupees per mensem. We approve your proceedings on this point.

4. With regard to the universities some misapprehension has arisen in consequence of the terms of the 33d paragraph of our despatch, in which (our sentiments as to the objects and functions of those institutions having previously been fully declared) we stated our "desire that you take into your consideration the institution of universities at Calcutta and Bombay, on the general principles which we have now explained to you, and report to us on the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India."

5. You correctly remark that the direction here given is somewhat inconsistent with the tenor of other parts of our despatch, in which an intention was indicated that you shall proceed to organise the universities, concurrently with giving effect to the other measures enjoined by us. You have not, however, acted on this apparent intention, but have postponed the preparation of a Legislative Act, pending our further orders, having in the meantime delegated to the gentlemen designed to form the senate of the future university of Calcutta, the task of forming a scheme for the establishment of universities at the presidency towns of Calcutta, Madras, and Bombay.

6. When our despatch of the 19th July 1854 was first written, some doubt was entertained as to the authority from whom the act of incorporation for the universities should properly proceed, and it was thought necessary that your opinion on the point should be submitted to us before any formal steps could be taken. On our being satisfied that the Act ought to be passed by the Legislature of India, the paragraph relating to it was only partially altered, and thus the discrepancy arose which left you in doubt as to our meaning. We are of opinion that all the measures necessary for the constitution of the universities, should in the first instance proceed directly from your Government, and we accordingly authorise you to proceed in the matter in such a way as may seem best to you, without further reference to us. We would only remark that we approve your intention that the universities at the different Presidencies should be formed on the same general basis, leaving it to the senates of the several universities to form the detailed rules, with such variations as local circumstances may render advisable.

7. As regards the system of "grants in aid," you have decided that when the rules under which the system shall be carried out shall have been approved by you, the local Governments shall not be restricted in carrying it out by the rules which require all items of expense to be submitted for the sanction of the Government of India. It has not yet been decided in what way the total expenditure on these grants shall ultimately be limited, but for the present the local Governments have been authorised to make additional grants not exceeding, in the aggregate, five per cent. on the total amount expended on the direct educational operations of Government in their respective territories. Your resolutions on this head have our approval.

8. We regret to observe that the system of pupil teachers recommended in the 68th paragraph of our letter of the 19th of July 1854, is in your opinion inapplicable to India; but we still wish that the trial should be made, and we hope that experience will eventually justify the general introduction of the system.

9. There

9. There is nothing further in the proceedings now submitted to us, which calls for remark.

We are, &c.
(signed) *E. Macnaghten,*
W. H. Sykes,
&c. &c.

London, 27 June 1855.

EXTRACT Public (Education) Letter to India, dated 16th July (No. 64) 1856.

Letter dated 14th August (No. 57) 1855.

Also letters, 13 August (No. 67) 1855, p. 9; 27 August (No. 72) 1855; 5 December (No. 108) 1855. Rules for grants in aid in Bengal, the North Western Provinces, Madras, and Bombay.

5. THE provisional rules for all the Presidencies, as finally sanctioned by you, seem to provide sufficiently for the objects mentioned in our despatch, No. 49 of 1854, and to guard against the possibility of a misconception of the intentions of Government in instituting the system of "grants in aid." The Bengal rules, the adoption of which in the North Western Provinces and Bombay, you suggested to those Governments respectively, are probably sufficient for immediate purposes; but the rules as submitted by the Lieutenant-governor of the North Western Provinces, seem to have been carefully drawn up, and even, if not formally promulgated, they may, with the exception as regards the schooling fee to which you drew attention, be taken as a guide by that Government in the administration of the system.

Letter dated 27th July (No. 62) 1855.

(Para. 1.) Education proceedings, 1st quarter of 1855, reported.

6. No reply.

(2, also para. 2 of letter dated 13 August (No. 67) 1855). Additions to the committee for preparing a scheme for universities in India.

7. No remark.

(3, 4.) Information furnished to the Madras Government respecting the general arrangements of the Presidency College at Calcutta, and Court's attention requested to the sentiments recorded on certain modifications proposed by the Lieutenant-governor in the Presidency College scheme.

8. The modifications which the Lieutenant-governor wished to adopt, related principally to the professorships of chemistry and botany, which he proposed to attach to the medical instead of the general branch of the college; to the professorship of mineralogy and geology, which he thought would more properly appertain to the college of civil engineering about to be established; and to the extent to which instruction in law should be afforded at the college. We agree in the views stated by your Government that instruction in the mere principles of law, excluding the teaching of particular systems, will not meet the objects proposed in the introduction of law as a course of study at the college, and which included the training of a class of men qualified, without further instruction, for introduction into judicial employment. We agree in the sentiments recorded by you upon the other points, but we think that the Lieutenant-governor, who will have the whole subject before him in one view, when he finally proceeds to carry out the scheme of the Government Colleges in all their branches, will be the best judge as to the particular manner in which the professorships shall be apportioned.

Letter dated 13th August (No. 67) 1855.

(10 to 17). Measures of the Government of Bombay for the introduction of the new scheme of education into that Presidency.

22. The measures of the Bombay Government provided for the appointment of a director of public instruction, of three inspectors, and of a limited number of district visitors. We approve your refusal to sanction either the employment of Mr. Harkness as an inspector, so long as he shall hold the appointment of principal of the Elphinstone Institution, or the grant of a personal allowance of 200 rupees per mensem to Major Candy, principal of the Poonah College, "in order to put him on an equality, in point of pay, with the highest inspector."

23. Your decision that "the appropriation of special grants to local Governments for education, and the existence of separate funds for that purpose, apart from

from the general resources of the State (except private endowments and other local funds), must cease under the new system, and that the expenditure of the department should be regulated under the same checks that are applicable to every other department of the public service," is in accordance with the orders which we have already issued to the Government of Fort St. George, and was properly communicated to the several local Governments.

Letter, dated 12 October (No. 88) 1855, transmitting with reference to Court's despatch, No. 65 of 1855, a report from the University Committee on the progress made in the preparation of a scheme for the establishment of universities in the several Presidency towns.

26. We still await the result of the reference to the local Governments on the scheme of the committee, and of the further deliberations of the committee on the subject.

40. The system of education in India being now consolidated by our recent instructions, we desire that an annual budget of expenses, with the necessary explanations, be periodically sent to us.

EXTRACT Public (Education) Letter to India, dated 18 February (No. 35) 1857.

Education Letter, dated 29th January (No. 5) 1856.

The organisation, experimentally, of 60 circles of schools in some of the districts under the inspector of education for Eastern Bengal, sanctioned, at a maximum aggregate expense of 1,500 rupees per mensem.

Para. 7. THE plan of Mr. Woodrow for the improvement of the indigenous vernacular schools in his division is based on the retention of the existing schools, which are, however, to be formed into circles, to each of which a teacher of a higher class is to be appointed, who shall afford instruction to the upper boys in each school, superior to that which the gooroomahashay, or village master, is competent to impart. The gooroomahashays are to be conciliated by pecuniary rewards of small amount, proportioned to the number of boys of certain specified standards of attainment who may be found in their respective schools; and the tendency of the boys to leave school at an early age is to be overcome by small gratuities to those boys remaining at school, who may possess a certain specified amount of knowledge in various branches of study.

8. We approve Mr. Woodrow's desire to make the utmost possible use of existing means of education, and to avoid, as much as possible, the supercession of the former teachers of indigenous schools, which seem, notwithstanding the small amount of instruction which they afford, to have naturally a considerable hold on the minds of the people. It is hoped by Mr. Woodrow, and seems not improbable, from the result of the limited experiment which has already been made, that the plan may have the effect of stimulating the conductors of indigenous schools, the gooroomahashays, to self-improvement; and on the whole, we agree with you in thinking the scheme well deserving of a trial on an enlarged scale, and accordingly approve the sanction given to the recommendations of the Bengal Government.

Education Letter, dated 31st January (No. 6) 1856.

9. The trifling alteration here reported calls for no remark.

Reporting an alteration made in the 3d section of the rules, in force in Bengal and the North Western Provinces, for the regulation of grants in aid.

10. We observe that the Lieutenant-governor of the North Western Provinces repeats the apprehensions, which he had previously expressed, as to the effect of the rule requiring that, in all schools receiving grants in aid, a fee shall be required from the pupils. It is stated in the letter of Mr. Muir, "All the valuable independent institutions for instruction, within the limits of this Government, are primarily for missionary purposes, and it is a fundamental principle of missionary establishments, that the benefits of religious and secular knowledge should be communicated gratuitously to children of the lower and indigent classes. This principle is directly in conflict with that which has been prescribed in the instructions now received on the subject, and it would be a matter of much concern that, from discordant views on such a minor point, the opportunity of accomplishing the great ends for which the plan of grants in aid is designed should be lost, or in any material degree delayed."

11. We

11. We feel bound to maintain the principle, laid down in our despatch of the 19th July 1854, that "as a general principle," the aid of Government shall be afforded to those schools only where some fee, however small, is demanded from the pupils. At the same time we should, equally with Mr. Colvin, lament the failure of the attempt to bring into extended operation the system of grants in aid, to which we attach the greatest importance as an auxiliary to the direct measures of our governments in India, for the extension and improvement of general education. We do not, however, anticipate such a result, and it will be sufficient to consider the measures to be taken to meet the exigency, should it hereafter arise.

Education Letter, dated 1 February (No. 7) 1856.
In continuation of letter No. 12, of 1855, regarding a scheme of vernacular education for Bengal, forwarding correspondence with the Lieutenant-governor, relating to the establishment of 18 model schools in different districts.

12. These model schools having been established in pursuance of a general plan which has already received our approval, these proceedings call for no remark except the expression of our satisfaction that the scheme is in progress of actual execution.

Education Letter, dated 1 May (No. 20) 1856.
Establishment of a system of scholarships to be tenable by the pupils of the vernacular schools in the Zillah and Normal Schools in Bengal, sanctioned for eight districts, at a cost in the first year of 320 rupees per mensem, and eventually of 800 rupees per mensem, in each district.

Para. 26. The scholarships are to be of the value of four rupees per mensem each, they are to be tenable for one year in the normal schools, and for four years in the zillah schools, subject in the case of the latter schools to an annual examination as to the progress made. The number of the zillah school scholarships in each district will eventually be 20, and that of the scholarships in the normal schools, five; and the aggregate expense for the eight districts 800 rupees per mensem.

27. We approve the commencement of this mode of stimulating the progress of the pupils in vernacular schools; and of thus, to a certain extent, providing students for the higher classes of schools. The plan of the scholarships will of course be subject to rearrangement, if, on trial, it shall appear desirable. It seems questionable whether the prospect of holding a scholarship for only one year at the normal schools will form a sufficient inducement to exertion on the part of those who are expected to compete; it is true that they will receive stipends at those schools, but this advantage will be enjoyed by them in common with the students who will enter them in the ordinary course, and cannot therefore be regarded in the light of a reward for peculiar merit. We rely on due strictness being maintained, both in the original examination for the scholarships, and in those examinations on which the renewa of them from year to year is to be made to depend.

EXTRACT Public (Education) Letter to India, dated 1 April (No. 50) 1857.

Letter dated 24 June (No. 29) 1856.
(2 to 6.) Further correspondence relating to the introduction of the new scheme of education into the Bombay Presidency.

24. Our sentiments on the points embraced in this correspondence were expressed in paras. 2 to 4 of our despatch to the Government of Bombay, dated 10 December (No. 40) 1856.

EXTRACT Public (Education) Letter to India, dated 15 July (No. 96) 1857.

Letter dated 14th June (No. 28) 1856.
The limit within which the Governor of Bengal may sanction grants in aid of Educational Institutions, rais from five per cent. to ten per cen the aggregate amount of the educational expenditure in Be

Para. 4. We approve this extension of the discretionary power vested in the Lieutenant-governor of Bengal, in respect to sanctioning grants in aid.

5. We think, however, that the time has arrived when the amount available for such grants may be fixed on a consideration of the reasonable requirements of each Presidency, and not on the

merely arbitrary grounds which have hitherto been assumed. The mode in which it is sought to promote vernacular education, differs widely in the several Presidencies; and the extent to which the contributions of Government will be required under "the Grant-in-aid Rules" will vary in a corresponding degree.

6. In the North-western Provinces, a system of vernacular education has been introduced, which provides for the requisite expenditure on the part of Government, independent of the so-called Grant-in-aid system. The application of the system will, therefore, be almost entirely limited to the English and Anglo-vernacular institutions, which, in those provinces, are for the most part, conducted by persons or bodies unconnected with the Government. In Bengal, on the other hand, no such complete system of vernacular education has been framed. Grants from Government in aid of individual schools, the case of each of which must be considered on its own merits, will, therefore, be required, under the Grant-in-aid Rules; and it is evident, from the list submitted by Mr. Gordon Young of grants already made, that a considerable amount will in this way be absorbed. This difference in the circumstances of Bengal, and of the North-western Provinces, and any variations in those of Madras and Bombay, must be carefully considered before settling the amount to be placed at the disposal of each Government for grants in aid; but we think that an attempt should be at once made to place the matter on a more satisfactory footing than it stands at present.

LETTER, dated 19 August (No. 36) 1856.

Further correspondence respecting the construction of a building for the Presidency College at Calcutta.

15. THE subject of the building for the Presidency College again came before you in this department, in consequence of doubts raised by the Director of Public Instruction in Bengal, as to the necessity of carrying out the intention to establish the Presidency College, and with reference to the expense, which, if the college were to be provided, it would be proper to incur on account of the building.

16. We entirely agree with you that there is no ground whatever for doubting the necessity of establishing a Government institution at Calcutta of the nature of the Presidency College, and we regret the time which was lost in the renewed consideration of the question in consequence of Mr. Gordon Young's suggestions. We equally concur in the strong remarks of the Governor-General, with regard to the enormous expenditure proposed by Colonel Goodwyn to be incurred in the erection of a college, on a plan submitted by him. At a time, especially, when to say nothing of the requirements of the other departments of the State, there is such an urgent demand for the pecuniary assistance of Government, in the promotion of education among the masses of the population, we should regard it as a flagrant waste of public money were a design sanctioned for any college in Calcutta, at an expense at all approaching the sum of 20 lacs of rupees. No doubt need be entertained that a building containing the requisite accommodation for the departments of a Presidency College, and satisfying all the necessary requirements of good taste and architectural propriety, may be provided at a cost of eight lacs of rupees, to which sum, in your instructions to the Lieutenant-governor of Bengal, you have strictly limited the expense.

17. We approve the appointment of a committee to consider the wants of the college, as regards the accommodation to be provided, and to submit a plan for the building; and we hope that the result of their labours will shortly be communicated to us in the department of public works.

18. We are of opinion that the expenditure of 5½ lacs of rupees on a site for the college would have been quite unnecessary, even in the expensive locality selected for it, and that a far smaller space would both meet all the purposes of the college, and afford sufficient ventilation to the Medical College Hospital, in its close vicinity. We should have supposed, however, that a much less expensive locality might have been found either outside the town, or not so far from the site now selected (on account, we presume, of its proximity to the hospital), as to produce any material inconvenience. We have not noticed in your proceedings

ceedings any detailed deliberations on the subject of the site; but we observe that the Lieutenant-governor was considered to have approved of the site selected, when in point of fact he had not done so, and that the authority of the Government of India, which the Lieutenant-governor considered to have disposed of the question, was based upon this supposed approval: circumstances which may have led to a less mature consideration of the point than it would otherwise have met with.

See Letter from Government of Bengal to Government of India, dated 2 April 1856.

19. It is probably now too late to prevent the purchase of the land near the hospital, as directions were given for this purpose on the 16th August last; but if not, we desire that due attention be given to the above remarks, as we entertain very strong objections to the expenditure of five or six lacs, or even of two and a half lacs, on the mere site of the building in question.

20. The arrangements here reported appear to provide for the extension of the new scheme of vernacular education throughout all the districts under the administration of the Lieutenant-governor of the North-western Provinces, except the province of Nimar, and the district of Neemuch, for which, however, some provision, though of a less efficient character, has been made, and the province of Ajmere, with regard to which we refer you to our remarks in paras. 31 and 32 of this despatch.

Letter dated 26 August (No. 37), 1856. (Also letter dated 15 October (No. 40), 1856.) Further extension of the scheme of Vernacular Education in the North Western Provinces.

21. The expenses of the establishments for the additional districts, now brought under the system, amount to 56,448 rupees per annum, of which the portion incurred in Scindia's district of Chandeyree, and in his Pergunnahs in Saugor, and Hoshungabad, under British management, will very properly be debited to the revenues of those districts. The sum previously placed at the disposal of the education department, in the North Western Provinces, is stated by the officiating director of public instruction at 1,15,628 rupees, made up, we presume, of the sum of 62,908 rupees, sanctioned in our despatch of 18th February last (para. 35) as the consolidated expenses of 16 districts, and of that of 52,720 rupees, authorised in para. 28 of our despatch of 1st April 1857 (No. 50), for the divisions of Allahabad and Benares, with Jaloun and Jhansi. These sums, with the amount now reported, make a total of 1,72,076 rupees; and we entirely approve the sanction given to the expenditure.

22. You will have learned from para. 13 of our despatch, dated 18th February (No. 35) 1857, that it is our desire that clergymen shall not be employed in connexion with the Government measures of education, and that the appointment of the Rev. Mr. Budden to be inspector of schools in Kumaon would not have been in accordance with our wishes.

Public Department, 11 February (No. 16) 1857.

Our Governor in Council at Fort St. George.

LETTERS, dated 8 May (No. 20) 1855, paras. 11 to 17; 10 August (No. 31) 1855; 11 February (No. 3) 1856; 10 April (No. 8) 1856, paras. 11 to 14.

Para. 1. WE learn, from these proceedings, that you have sanctioned a scheme of general education throughout your presidency, submitted to you by Mr. Alexander John Arbuthnot, who has been appointed to the newly constituted office of Director [illegible] Instruction.

Measures for the promotion of General Education, in consequence of Court's despatch to the Governme[illegible] of India, dated 19 July (No. [illegible] 1854, and despatch to the Go[illegible] ment of Fort St. George, date[illegible] [illegible]ust (No. 44) 1855.

2. This scheme provides for the institution of a [illegible] College at Madras, in lieu of the so-called Madras U[illegible] the maintenance of four provincial schools, to be e[illegible] into colleges, at the places* named in the margin, to[illegible] f eight zillah and 100 talook schools, to be formed when the ne[illegible] s available, at such places as on further inquiry may appear [illegible] r to be advisable; the establishment of a normal school for trainin[illegible] s; the assignment of 1,000 rupees a month to the foundation of [illegible] t the Presidency College, and at the provincial and zillah scho[illegible] ated [illegible]."

* [illegible]hmundry, Bellary, Co[illegible] Calicut.

institutions;" and for the appointment of a number of inspectors and sub-inspectors, to be charged with duties analogous to those discharged by corresponding officers in this country.

3. The total expense of the establishments for giving effect to this plan, after reductions by the Government of India of 250 rupees per mensem, as inspectors, and 3,192 rupees for assistant-inspectors, is 31,680 rupees per mensem, or 3,80,160 rupees per annum. But, from want of the necessary preliminary information, and from the difficulty of obtaining the masters required for such extended operations, it is thought by Mr. Arbuthnot that three or four years will elapse before the full establishments can be entertained; and, even then, the maximum amount of salary provided for is only to be given, in each case, on satisfactory proof being afforded that the qualifications of the individual come up to the requisite standard.

4. It is evidently necessary, under the present circumstances of the Presidency of Madras with regard to education, that the officer charged with the organisation of a system of general education shall have a large amount of discretion entrusted to him in the formation of his plans. We approve, therefore, the sanction given to Mr. Arbuthnot's general proposals, and we fully concur in the liberal amount of the salaries assigned to the secondary masters of the proposed schools; not only because we think it essential that persons engaged in the work of education shall be placed in a respectable social position, but because it is vain to expect that a system of general education can be carried out in an efficient manner, unless inducements to enter the department of education, equal to those offered in the other branches of the public service, are held out to young men, qualified by their talents and acquirements, to take part in it.

5. The necessity of holding out the prospect of promotion, as an additional inducement to engage in the work of education, was one of the grounds on which it was proposed to appoint a number of assistant-inspectors, to rank between the inspectors and sub-inspectors of schools. The Government of India refused their sanction to this class of appointments, with reference to their disapproval of a similar grade of officers in the North-western Provinees. But that disapproval appears to have related to a different class of officers, who were in reality to act as inspectors, and does not seem to be applicable to the present class, which corresponds rather with that of the sub-inspectors of the Bengal Presidency. We are inclined to think that, regard being had to the extent of territory which will be comprised in the charges of the four inspectors, and to the limited functions which sub-inspectors on salaries not exceeding 50 rupees per mensem will be competent to perform, the assistance of a superior class of officers will be found necessary by the inspectors. Should this prove to be the case, a renewed reference on the subject may be made to the Government of India, who will doubtless be ready to sanction any plan for meeting the ascertained difficulty which may be free from the objection which they believed to attach to the arrangement formerly submitted to them. Should the Government of India hereafter sanction the proposed number of assistant-inspectors, it may be a matter for consideration whether the number of sub-assistant inspectors may not admit of reduction.

6. We shall look forward with interest to the receipt of the information which it is one of the objects of the new educational establishment to procure, regarding the present state of indigenous education in the country; and we anticipate much improvement in it also through the influence of the model schools, combi[illegible] that of the agency to be established for inspecting the village sch[illegible]viding them with good books. We hope also that encourag[illegible]fforded for the foundation of new schools in places where [illegible]ent, after the example set in the North-western Provir[illegible]

7. V[illegible]serve that the Director of Public Instruction is alive to the im[illegible] Halkabundee school system, under which schools are established[illegible]ry contribution from the people of the district. It is spread[illegible]d successfully in the North-western Provinces, and the Lieutena[illegible]nks it "evident that Halkabundee schools will gradually displa[illegible]ge extent, the present very rude and inferior village schools of those

those provinces, and eventually form the chief source of primary instruction for the people." From the example already set in Rajahmundry, we trust the system may not be found unsuitable to the Madras Presidency.

8. We do not observe that the directions contained in para. 98 of our educational despatch to the Government of India, of July 1854, have yet been attended to. Among the district officers, the collectors and assistant collectors seem especially to have it in their power to render the most valuable assistance in the extension of education, and we hope that they will not fail to encourage every just and discreet measure which may be adopted for this important purpose.

9. The state of education throughout your Presidency, rendered it, in the opinion of the Director of Public Instruction, premature to form a collegiate institution at Madras, on the complete plan of the Presidency College at Calcutta. The "Presidency College" at Madras, therefore, has been so constituted as to combine, for the present, both collegiate and school instruction. The present collegiate and high school departments will be kept distinct under the designations of the "senior" and "junior departments" of the new college; but the same establishment will, to a certain extent, be available for both branches. The senior department of the institution is to consist of a general branch and of a legal branch; and, for the conduct of the duties of the latter you have appointed a professor of law, on a salary of 300 rupees per mensem. It is not proposed to connect with the college, at least for the present, either the existing Medical College, or the intended College of Civil Engineering. We have to express our entire approval of the judicious and practical recommendations of Mr. Arbuthnot with reference to this institution; and we consider the establishments, at a cost of *Rs.* 4,956. 8. per mensem, to have been framed on a reasonable and moderate scale.

10. The rules laid down by you, with the sanction of the Government of India, for regulating "grants in aid" of private institutions, are in conformity with our instructions, and are calculated to guard against any misunderstanding of their objects, especially with regard to the strictly secular character of the instruction which they are designed to promote. It is stated by Mr. Arbuthnot that the existence of the English school, maintained by the Basle Missionary Society, will render unnecessary the establishment of a Government school at the station. We are not altogether of this opinion, and consider that the circumstance of a school being already established in any place like Mangalore by persons independent of the State, ought not to be admitted as a positive and decisive reason for omitting to afford to that place, if it should be in other respects deemed advisable, the advantage of a Government school. The present proceedings would have been more satisfactory if some statement had been furnished of the ordinary and expected annual expenditure of the society's schools, as well as of the receipts. Such statements should always accompany applications for grants in aid. The continuance of the monthly payments to the society's schools in aid of teachers' stipends, will of course depend on the reports of the inspector. As applications for Government assistance become more numerous, it will be convenient that they should be submitted in a form which will admit of a comparison of the merits of the several cases.

11. We should wish to be furnished with a report upon the operation of section 4 of the rules for grants in aid, by which such grants are restricted to those schools where a fee is exacted from the pupils.

12. It was the decided opinion of the Director of Public Instruction, in which the chief engineer of Public Works subsequently expressed his concurrence, that the intended College of civil engineering should not be established, in connexion with the Artificers' School attached to the Gun Carriage Manufactory; but that the latter, being limited to its original purposes, the College of Civil Engineering should form an entirely distinct institution. The peculiar aptitude of Major Maitland for managing the classes engaged at the Artificers' School, and the importance of affording to those to be brought under instruction in the various branches of civil engineering the means of learning practically, as well as theoretically, the duties they are hereafter to discharge, formerly suggested the idea that Major Maitland's school might form the nucleus of the new college.

 It

It was never our intention, however, that this view should be acted on without further inquiry and consideration, and we are now doubtful whether the instruction given in the Artificers' School is such as would be likely to be useful except in a very limited degree to those entering the Public Works Department, and whether on the whole it may be desirable to combine in one institution two classes of pupils requiring instruction differing essentially both in its character and in its objects; but we would suggest for consideration whether, by some arrangement with the railway company, the railway works might not be made available for affording to the artificers that practical instruction in the various branches of civil engineering which it appears is not to be obtained at Major Maitland's school. Your Government was opposed to the union of the two institutions, and accordingly approved a plan for the proposed college, based on the general scheme of the Thompson College at Roorkee, and on the recommendations of the late Commissioners of Public Works.

13. We learn, however, that the Government of India attach so much importance to the Artificers' School, as a means of affording practical training to those who may be brought under instruction in the various branches of civil engineering, that they have directed you to revise the proposed plan, with a view to a regulated attendance at the Artificers' School being made a necessary part in the course of study at the College of Civil Engineering. When expressing this opinion, however, the Government of India had not had before them the objections urged by the chief engineer of the Public Works Department, and by Major Cotton, to the union of the Engineers' Department with Major Maitland's school, and indeed, with any school for artificers. These objections, and the remarks of the officers above-named as to the advantages to be derived from the great works in progress for the education of artificers, seem well deserving of consideration. We approve the proposals of Mr. Arbuthnot, as to the opening up to the natives of the first or highest branch of the college, and the foundation of a limited number of scholarships, in lieu of assigning stipends to all admitted as students. The proposed expense of the college, including establishments and all expenses, 4,850 rupees per mensem (which amount is not included in the sum specified in para. 3 of this despatch), seems moderate.

14. It is not necessary that we should express any opinion on the remarks recorded by you on the proposals of the Committee sitting at Calcutta, for framing a scheme for the Universities of India. Your proceedings will come before us when the result of the Committee's deliberations is reported, and the whole subject will then receive due consideration.

15. The only remaining point on which we have to communicate our decision is the eligibility of our chaplains to be appointed to the office of inspector of schools, retaining at the same time their position on our ecclesiastical establishment, with its attendant advantages. Pending our orders on the subject, you have appointed the Rev. John Richards, who is stated to be peculiarly fitted for the office, to be an inspector of schools, on a salary of 1,000 rupees per mensem; and you request that, if we approve the arrangement, we will send out a supernumerary chaplain to fill the temporary vacancy caused by that gentleman's withdrawal from clerical duty.

16. The ecclesiastical establishments at the several Presidencies have been fixed with special reference to the number of stations to be supplied with chaplains. The number of chaplains actually on duty is liable to diminution from time to time by death or by sickness, and serious inconvenience and spiritual destitution occasionally arise from this cause. We cannot consent to increase the evil by authorising the withdrawal of any of our chaplains from the duties which they are specially appointed to discharge, for the purpose of engaging in any other branch of the public service.

17. We direct that the bishop be informed of these orders, and that Mr. Richards be at once called on to make his election between the appointment which he has received from you as inspector of schools, and that of a member of your ecclesiastical establishment. In the difficulty that may at first exist in finding men fitly qualified for inspectors, we have not disapproved entirely of the

the appointment of the Rev. Mr. Richards; but, as a general rule, we wish you to bear in mind that we already have discouraged and deem it undesirable to appoint the ministers of any religious persuasion as inspectors of schools.

We are, &c.
(signed) *W. H. Sykes.*
R. D. Mangles,
&c. &c.

London 11 February 1857.

EXTRACT Public Letter to Fort St. George; dated 11 March (No. 22) 1857.

Letter, dated 6th July (No. 26) 1855 (77 to 80). An application from the Committee of the Madras Training School for a loan of 15,000 rupees towards the liquidation of the debts of the institution, refused after communication with the Director of Public Instruction.

5. The amount asked for for this institution seems to have been larger than you could grant to it; but if an amount of private contribution can be obtained, such as with the aid that could be fairly awarded to it by your Government, would make up sufficient to place the establishment upon a proper footing, we shall not object to your assisting it to this extent. We are not of opinion that there is anything in the constitution of the Training School which places it beyond the scope of the grant-in-aid system. Grants are made to ordinary schools in consideration of the means of a good secular education which they afford, and without any reference to the religious faith of the managers. In the same way, and as a means of increasing the efficiency of such ordinary schools, assistance may be extended to training schools, by whomsoever conducted, when they appear to be established on a secure basis, and to carry out their objects in an efficient manner. In this view a grant could not be refused to the Madras Training Institution, merely because its design was the raising up of teachers for Christian schools; and we may add that, in the present great demand for teachers for schools of all descriptions in your Presidency, we do not consider it a sufficient reason for refusing aid to a training school, under private management, that Government would not thereby be relieved from the necessity of establishing a separate normal institution at the cost of the State.

6. With regard to your remark, that "the orders of the Government of India restricting the annual sum to be applied for grants in aid to 25,000 rupees, would alone prevent the Government from continuing the grant of 5,000 rupees, made during the past year," we have to remark that the orders referred to were intended to be merely temporary and provisional, till it should be seen to what extent applications for aid are made, and how far the promotion of education could be more economically [illegible]d effectually promoted by means of assistance given by Government in aid o[illegible]te efforts, than by the direct establishment of Government schools. It s[illegible]o be considered that, from the number of schools of a high character m[illegible]ined by bodies or individuals unconnected with Government in your Pr[illegible]ncy, the system of grants in aid may be employed with advantage on a l[illegible]al scale, and to a greater extent, than in the other Presidencies; and if such, [illegible]n further inquiry, should seem likely to be the case, we do not doubt that an increased sum will, without hesitation, be placed at your disposal for the purpose by the Government of India.

Public Department, 30 August (No. 39) 1854.

Our Governor in Council at Bombay.

Para. 1. WE have recently had under our consideration the measures by which general education in India can be most effectually improved and extended; and we now transmit to you a copy of a despatch * on the subject, which we have addressed to the Government of India.

* Public despatch to India, dated 19 July (No. 49) 1854.

2. Our views and wishes are so fully stated in that despatch that it is unnecessary for us to do more than authorise you to proceed without delay to organise, with due regard to economy, a department for the future conduct of education within your Presidency, preparatory to the introduction of the changes and improvements, the adoption of which we have ordered.

3. In accordance with the usual practice in cases of increase of establishment, you will submit your proceedings for the confirmation of the Government of India; and as we are desirous that the measures for the promotion of education throughout India should, as far as practicable, be regulated by one uniform principle, we direct that you communicate hereafter with that Government as to your future proceedings on the subject generally, copies of documents and narratives of your proceedings being transmitted to us quarterly, to which it will be unnecessary to append more than a covering letter.

We are, &c.
(signed) *J. Oliphant.*
E. Macnaghten,
&c. &c.

London, 30 August 1854.

EXTRACT Public Letter to Bombay; dated 24 September (No. 30) 1856.

Letters, dated 29th February (No. 15) 1856; 10th June (No. 53) 1856.

Letter, dated 29th February (No. 15) 1856, forwarding correspondence with the Director of Public Instruction, respecting the establishment of two normal schools for the training of schoolmasters,—one at Poona and one at Ahmedabad, and requesting that if the Court approve the scheme they will enter into communication with Mr. T. H. Farrer regarding the selection of principals, vice-principals, and masters for the institutions.

Letter, dated 10th June (No. 53) 1856, reporting objections stated by the Government of India to the proposed normal schools, and intimating that Mr. Erskine has been directed to frame a modified scheme for those institutions, and as to a new scheme for pupil teachers.

8. In consequence of the intimation given in your letter, No. 53 of 1856, we suspend for the present any expression of opinion on the proposed scheme of normal schools within your Presidency.

Public Department (Education), 10 December (No. 40) 1856.

Our Governor in Council at Bombay.

Letters, dated 14th April (No. 48) 1855; 28th July (No. 92) 1855; 1st November (No. 130) 1855, paras. 2 to 4; 16th February (No. 12) 1856, paras. 2, and 6 to 8; 10th May (No. 43) 1856, paras. 2 to 4. 6. 12, and 17 to 19, with reference to Court's despatch, 30th August (No. 39) 1854, reporting measures adopted for the introduction of the scheme of education laid down in the despatch to the Government of India, of 19th July (No. 49) 1854.

Para. 1. THE measures here reported may be divided into two branches; those relating to the directing, controlling, and supervising establishments, and those connected with the establishments to be maintained, either directly by Government, or through Government aid, for the immediate work of instruction throughout the Presidency.

2. You have had under consideration the appointment of new trustees for the funds of the Elphinstone Institution, in consequence of the intended abolition of the Board of Education, in which the trusteeship is at present vested. The subject is still before the Government of India; but we must observe, that the native community should not be deprived of the share which they have so long enjoyed in the administration of these funds, and, with this view, we should be prepared to approve of the arrangement regarding them proposed by Mr. Erskine, in communication with the Board of Education, and sanctioned by your Government.

3. Three inspectors have been appointed to the charge of three different divisions of your Presidency, excluding Kattewar and Scinde. The arrangement is regarded as provisional, and we are of opinion that it calls for reconsideration in several respects. We are unable, in the absence of any statement of the area and population comprised in the several divisions, to form a positive opinion as to the extent of the labour imposed on the individual inspectors, as compared with that of corresponding offices in the other Presidencies. We apprehend, however, that the inspectors in your Presidency, under the existing arrangement, have, at least on the average, a far less laborious sphere than those under our other Governments. In any case, we are surprised that you did not require some information as to the extent of country, and the amount of population under each inspector, before sanctioning the proposals of Mr. Erskine; and we desire that you will afford us information on this point before any permanent arrangement is sanctioned.

4. We

4. We concur in the opinion of the Government of India as to the inexpediency of combining the duties of an Inspector of Schools with those o Principal of the Elphinstone Institution. It is true, we imagine, that the amount of duty assigned to Mr. Harkness, as Inspector, is much smaller than would be entrusted to an officer charged with no other functions; but, allowing for this circumstance, we do not think that any individual can satisfactorily discharge the onerous and multifarious duties of an inspector, as laid down in the detailed instructions of Mr. Erskine, if he have to fulfil at the same time other duties equally important, though of a totally different character. We accordingly direct that the arrangement, which was only acquiesced in by the Government of India on your repeated representations, may be put an end to; and that, in the final settlement of the districts of the several inspectors, and of their salaries, it be borne in mind that each inspector is to be required to give his undivided time and attention to the peculiar work of his office.

5. In the general scheme of education contemplated by Mr. Erskine it is intended to provide for that gradation of schools and higher institutions, which was pointed out as desirable in our general instructions on the subject to the Government of India.

6. The College at Poonah already occupies a high position. It has just been determined at the request, and with the pecuniary assistance of the native residents, to establish a college at Surat, and it is intended to form similar institutions at other important cities. We entirely approve this intention; but we think that it will be unnecessary, at least for a long time to come, to place an institution of the high class contemplated, in all the towns suggested in the minute of Mr. Lumsden. We desire to see a Presidency College at Bombay similar in its general design, and in the provision it makes for a complete education of the highest character, to the Presidency College at Calcutta. The Elphinstone Institution ought to be made a [illegible]cleus for this establishment. From the influence which your Government will [illegible]e in that section of the contemplated University Senate, by which it is proposed that the Elphinstone Professorship Fund is to be administered, and from the circumstance that all the trustees are to be members of the University Senate, there seems likely to be no difficulty in making those endowments available for the purposes of the University; and with these and a sufficient number of additional professorships, we trust that this institution may be made capable of meeting all the requirements of the case.

7. The schools to be maintained below the provincial colleges are classed by Mr. Erskine as village schools, town schools, pergunnah schools, and zillah schools; those of the two first classes to be vernacular. We doubt the practicability, and, indeed, the necessity, of having, as proposed, one "town" school, or school of a superior order for every three or four "village" schools; and we think it doubtful whether instruction in English should be afforded in the pergunnah schools, at least as a general rule. These points should be further considered by you.

8. We are not satisfied of the soundness of the principles on which it is proposed by Mr. Erskine that the vernacular schools in your Presidency should be maintained. The principle on which vernacular education has been successfully prosecuted in the North Western Provinces, which has now been adopted in Bengal, and which has been experimentally introduced into one of the districts of the Madras Presidency, is, that the direct management of village vernacular schools shall remain in the hands of the native community, who will provide the funds for their maintenance, either by an extra self-imposed assessment, or by fees or voluntary contribution; and that Government shall assist by providing the means of supervision and inspection, by introducing a better class of school books, and by stimulating the efforts of the managers, by the example of a Superior Government Vernacular School in each tehseldaree division. In your Presidency, on the contrary, it seems to be intended that Government shall in all cases bear a c[illegible]rable proportion of the expense of each school, and that every new school, [illegible]ng established, and every existing school, on receiving aid from Governm[illegible]all then become a Government School, and come under the management [illegible] officers of the Educational Department.

9. The advantages of the plan previously referred to, in respect both to the Government and to the community, are great and obvious.

10. It is evident that for such an extension of the means of primary education as is required throughout the territories committed to your Government, the active co-operation and liberal contributions of the people are indispensable. We have sanctioned the appointment of a high officer in each Presidency, for the general charge of the department of education, together with a regular gradation of officers for the purpose of inspection and supervision.

11. This large and costly establishment is maintained not merely for the control of the colleges and schools kept up at the direct charge of Government, and for the administration of the system of grants in aid of private efforts, but also, and in a great degree, for the purpose of calling forth and stimulating the efforts of the general community to provide for these classes the means of education, and for giving consistency and a right direction to the measures which may be taken with this object. The existing arrangements in the North Western Provinces being in general accordance with these views, we desire that the Director put himself into communication with the educational superintending authority in the North Western Provinces, with a view to ascertain the present working of the vernacular system there, and then carefully to reconsider your proposed plan, and to inform us of the result of your deliberations before any general scheme of vernacular education is brought into operation at your Presidency.

12. The rules for the administration of the "grants in aid" in your Presidency, contain the provisions which we considered to be required for guarding against misapprehension as to the objects of the system. We agree, however, with the Government of India in thinking, that it would have been better if your notification had been of a more general nature, and if you had refrained, at so early a period, from fettering your Gover[illegible]nt by the minute and detailed regulations under which you are now pledg[illegible]o administer the system. We must also remark, that the intention indicated in the rules to contribute towards the salaries of schoolmasters, in all cases where they fall short of a certain specified amount, is scarcely in accordance with the condition, that the first object of the grants in aid shall be the improvement and extension of the means of education previously existing. We think, therefore, that any contribution towards the pay of a schoolmaster should be made only on satisfactory evidence being afforded that the master possesses qualifications superior to those of ordinary schoolmasters.

13. We do not find that any applications have yet been addressed to you for assistance under the above rules, and you must therefore be unable to form an opinion as to the sufficiency of the amount set apart for grants in aid under the authority of the Government of India. The Director of Public Instruction should be required to report, after due inquiry and consideration, on the extent to which institutions maintained by individuals or associations, and aided by a grant of public money, may be likely to render Government schools unnecessary at particular places.

14. It is not necessary that we should in this place enter on an examination of your proceedings on the scheme for the establishment of Universities in India, submitted for your opinion by the Government of India. The opinions expressed by the various members of your Government will come under our consideration when the whole subject is brought before us by the Government of India.

We are, &c.

(signed) *W. H. Sykes,*
R. D. Mangles,
&c. &c. &c.

London, 10 December 1856.

No. 78.

(No. 650.)

From *R. Montgomery*, Esq., Judicial Commissioner for the Punjab, to *P. Melvill*, Esq., Secretary to the Chief Commissioner.

Judicial. Miscellaneous.

Sir,

In reply to your letter No. 1870, dated 14 December last, regarding the proposed extension of the experimental system of education in the North Western Provinces to the Punjab, I have the honour to forward a minute which I have prepared on the subject, and which I request you will submit to the Chief Commissioner.

I have, &c.
(signed) *R. Montgomery*,
Judicial Commissioner for the Punjab.

Lahore, 7 March 1854.

MINUTE.

Introduction of educational system recommended.

With advertence to letter from Secretary to the Chief Commissioner, No. 1070, dated 14 December 1853, forwarding copies of a letter from Government to the address of the Chief Commissioner, and of a letter from the Agra Government to the Supreme Government, the Judicial Commissioner desires to offer his sentiments and opinion in regard to the proposed extension to the Punjab, of the educational system recently adopted in eight experimental districts of the North Western Provinces. For the better consideration of this important subject, he has studied the printed educational reports and statistics prepared by Mr. H. S. Reid, the Visitor General of Schools, North Western Provinces. He has also consulted the Commissioners of the three largest divisions in the Punjab; viz. Lahore, Trans-Sutlej States, and Cis-Sutlej States. And now, under a solemn conviction, in which the last-named officers warmly participated, that this educational measure will be fraught with blessings to the people, and will be perfectly practicable in execution, the Judicial Commissioner recommends its immediate introduction, and for this end, submits the propositions which will follow.

Statistics of existing education not required on the present occasion.

2. A report on the existing state of indigenous education in the Punjab will not, on the present occasion, be attempted. Statistics of this description are being collected and arranged by the Settlement Department, and will serve in the future as valuable data for detailed inferences and decisions. But to collate these for the whole territory might involve some delay, which, under present circumstances, would be undesirable, for the Judicial Commissioner desires to submit his proposals with the earliest despatch, and to respond with promptitude to the liberality of the Supreme Government. An account of indigenous education was included by the late Board in their general report, which is supposed in its essentials to be correct, and to which reference can be made.

Circumstances favourable to education in the Punjab.

3. It is believed that both the necessity and encouragement for the educational measure exist as much in the Punjab as in any province of this Presidency. There are less prejudiced and fewer elements of passive hinderance or active opposition here than elsewhere. The Sikh fanaticism and political fervour are dying out. The Hindoos are less superstitious and less priest-ridden. The Mahomedans of the plains, though formidable in numbers, are less bigotted, less bound by traditionary practice than their co-religionists in any part of India. The upper classes display intelligence and inquisitiveness in respect to Asiatic learning and European science. The agricultural classes, though uncouth, are less apathetic and less illiterate in their tastes than might have been expected; the village accountants display a skill not surpassed, and often not equalled, in Hindoostan. The working classes evince a considerable aptitude in mechanical art. On the whole, then, the Punjab is ripe for the introduction of an educational scheme.

Educational scheme to be tried in the Lahore Division, Trans- Sutlej States, Cis-Sutlej [illegible]

4. This scheme the Judicial Commissioner would primarily introduce experimentally into the three most populous divisions—namely, Lahore, Trans-Sutlej States, and Cis-Sutlej States. But from the Cis-Sutlej States the district of Simla might be excluded, as that hilly region is but thinly peopled, and can already boast of an efficient Government school. As the method of carrying out

but the scheme may in a great measure depend on financial considerations, the probable cost involved in the Judicial Commissioner's propositions will be first stated.

Officers to be employed, with their grades and salaries.

5. According to the scale sanctioned in the North Western Provinces, there would be maintained at Government expense, in the divisions under operation, one school with one schoolmaster, and one purgunnah visitor in each tehseeldaree, one zillah visitor in each district, and one visitor-general over the whole. The Judicial Commissioner would fix the salary of the schoolmaster at 15 rupees per mensem; of the purgannah visitor at 40 rupees; of the zillah visitor at 100; of the visitor-general at 900 (inclusive of travelling allowance); and these salaries are similar to those which prevail under the Agra government. It would also be very desirable (for reasons to be given hereafter) that four normal schools, costing 150 rupees per mensem each, should be established. There would also be contingencies, such as prizes, books and materials, house-room, &c. In the Lahore Division, Trans-Sutlej States, and Cis-Sutlej States (exclusive of Simla), there are twelve districts, containing 48 tehseeldars in the aggregate, but as this latter number might fluctuate, it would be safe to give 50.

Cost of such establishment according to higher scale.

6. To introduce completely this scheme into the above districts, the following expenditure would be incurred:

	Rs.	a.	p.
50 Tehseeldaree schoolmasters, at 15 rupees per mensem each	750	–	–
50 Purgunnah visitors - at 40 ,, ,,	2,000	–	–
12 Zillah visitors, - - at 100 ,, ,,	1,200	–	–
1 Visitor-general - - at 900 ,, ,,	900	–	–
4 Normal schools - - at 150 ,, ,,	600	–	–
Contingencies and office charges, per mensem - -	200	–	–
TOTAL per Mensem - - - *Rs.*	5,650	–	–
,, per Annum - - - *Rs.*	67,800	–	–

Cost of establishment according to a second and lower scale.

7. The amount then would aggregate more than half a lakh, and something less than three-quarters of a lakh. But although the Judicial Commissioner recommends this amount for sanction, yet he would wish to point out, that if the Government should deem it too high, and some reduction might be effected without material detriment, in several of the districts of the three divisions there are some purgunnahs or tehseeldarees less populous and less civilised than others. Although education may be urgently needed, still its introduction might be postponed until the experiment had been tried in more promising tracts. Under this view it might be thought better to operate upon 40 out of the 50 tehseeldarees (which number is the minimum that the Judicial Commissioner would recommend); the cost would be as below:

	Rs.	a.	p.
40 Tehseeldaree schoolmasters, at 15 rupees per mensem -	600	–	–
40 Pergunnah visitors - at 40 ,, ,, - -	1,600	–	–
12 Zillah visitors - - at 100 ,, ,, - -	1,200	–	–
1 Visitor-general - - at 900 ,, ,, - -	900	–	–
4 Normal schools - - at 150 ,, ,, - -	600	–	–
Contingencies and office charges - - - - -	200	–	–
TOTAL per Mensem - - - *Rs.*	5,100	–	–
,, per Annum - - - *Rs.*	61,200	–	–

Proposed scale compared with ... of the North ... Provinces.

8. The lesser scale of expenditure then would average something more than half a lakh annually. The actual cost per annum in the North Western Provinces does not appear from the printed reports. But it probably would not differ from that now proposed; the establishment being in the aggregate similar, though

though there are variations in detail. The following scale was adopted the first year:—8 zillah visitors; 33 purgunnah visitors; 58 tehseeldaree schoolmasters.

Thus it appears, that though the number of schools proposed is less, yet the number of zillah and purgunnah visitors is greater than that sanctioned in the North Western Provinces. But, adverting to the important duties which will devolve on these latter officers, the Judicial Commissioner trusts that their strength may not be reduced below the second of the two scales above given. Indeed he is confident that, in the liberal and enlightened opinion of the Government, an annual expenditure of little more than half a lakh will not be deemed excessive for an experiment of such national importance. Some few landed grants made by the native government in favour of educational institutions, have been occasionally maintained; but the Judicial Commissioner does not recommend that any new grants of this nature be conferred in addition to the pecuniary aid now solicited from the Government.

Leading features of the scheme.

9. Passing from the financial aspect of the scheme, the Judicial Commissioner will turn to its several prominent features, namely, the appointment of a visitor-general, the duties of purgannah and zillah visitors, the establishment of normal schools, the nature of the education to be furnished, the location of a central depôt for school books.

Appointment of Visitor-General.

10. The appointment of a visitor-general is the cornerstone of the scheme. Its success will depend on the judgment and energy of that officer. Its effectual working will not be secured without that degree of knowledge and vigour which can only be bestowed by one whose attention is altogether undivided, much co-operation might of course be expected from the district authorities. But their various and pressing duties would prevent them from giving more than sympathy. The system must be self-sufficient, and must supply its own motive impulse. Precisely the same reasons for appointing a covenanted officer to this post exist (with, perhaps, greater force) in the Punjab as in the North Western Provinces. The Judicial Commissioner would venture to nominate Mr. F. D. Forsyth at present Assistant Commissioner at Kangra. This gentleman has given much thought and study to educational matters, he has established schools, and stimulated indigenous education in the Kangra district, and his Commissioner, Mr. M'Leod, testifies to his creditable exertions in the cause. The Judicial Commissioner believes that, if appointed, Mr. Forsyth would do justice to the selection. His salary at present, 700 rupees per mensem, might be raised to 800, with travelling allowance, or a consolidated salary of 900 might be fixed. As regards the submission of annual reports, the preparation of statistics, the visitor-general for the Punjab might follow the example of Mr. Reid in the North Western Provinces. He would correspond direct with the Judicial Commissioner or with the Chief Commissioner.

Duties of zillah and pergunnah visitors.

11. The duties of the pergunnah visitor in his tehseeldarees, and of the zillah visitor in his district, have been already laid down with much precision and comprehensiveness in Mr. Reid's printed reports. Their concern is not alone with the tehseeldaree schools, of which they would be the *ex-officio* inspectors, but chiefly with the promotion of indigenous education within their jurisdiction. The tests of their success will be the numerical increase of the schools and scholars, the intellectual progress of the teaching, the quantity of school books and standard works distributed for sale. With reference to the tehseeldaree schools, the Judicial Commissioner would observe, that one of the duties of the zillah visitor, in conference with the purgunnah visitors subordinate to him, would be the selection of a locality for each of the schools. This selection should be made with a regard to the convenience of the agricultural community. The object of the system is to diffuse education among this class rather than among the non-agricultural population. For this end (which should always be borne in mind) it may be often expedient to fix the school at some thriving and central village rather than at the head quarters of the tehseeldaree. Experience seems to show that the landholders prefer sending their sons to a school held in a village or rural town, rather than to a station filled with the various employees and their retainers, where sinister influences may be imagined

Selection of site for Tehseeldaree schools.

to prevail. Several schools in the North Western Provinces have been founded very successfully on this principle, which might be applied more extensively in the Punjab. Mr. Reid mentions more than once that the location of the school at the tehseeldaree may account, in many cases, for the non-attendance of the zamindar's children. In regard to the establishment of indigenous schools, the Judicial Commissioner would desire to see immediately introduced throughout the districts under operation, a plan which has been recently and partially developed in the North Western Provinces, and is technically termed the "hulqualnudee" system. The first duty of the visitor is to travel about to explain to the villagers the advantages of a school, to offer assistance in regard to procuring schoolmasters, books, &c., but he would be attempting too much if he asked the people to set up a school in every village. He can, however, ask them to set up one school in every circle of villages or "hulqua." He may, with the aid of district maps (which are now issuing in abundance from the lithographic press), help them to divide the villages into circles, and to select the most centrical site for the school. Indeed, the villages are already divided by the Settlement Department into putwaree's circles of five or six villages each, which may well suit scholastic purposes. It is believed (after experience in the North Western Provinces), that, acting under the advice of the visitors, supported by the revenue authorities, the villagers may be readily induced to form such schools, and to regulate the subscriptions among themselves. The visitors can report at the end of each year, which "hulquas" have, and which have not established schools, and in those which have not, the authorities, fiscal and educational, may be enabled to offer counsel and inducements. The "hulqualnudee" system, if adequately developed, would, in a short cycle of years, quadruple the number of scholars. The visitors might also supply useful and entertaining periodicals for adults, as well as instruction for the young. They might edit a quarterly journal for circulation at a small cost among the larger villages. These journals might contain such items of news as would interest country people, reports of cases in the courts, prices current, methods of improved culture and procuring seed, proceedings of the agricultural society and the like. They would be readily subscribed to, would be read with amusement, and would raise the standard of intelligence. On this point the Judicial Commissioner annexes copy of a letter received from Mr. C. Raikes, Commissioner and Superintendent, Lahore Division, proposing to edit such a journal in his own office. It may be doubted whether the Commissioner's office could undertake such a duty, but the idea is a good one, and might be carried out in the Educational Department.

Establishment of schools on the Hulqualnudee system.

Editing of quarterly journals for agriculturists.

No. 263 of 1853, dated 5th October.

Establishment of Normal Schools.

12. There will probably be no difficulty in finding qualified persons as pergunnah and zillah visitors. The salary and position will attract competent Hindoostanees or intelligent Punjabees. But it will be a harder task to fill the humble but useful post of village schoolmaster; and it should be remembered that this office can be performed efficiently only by natives of the Punjab. It is well known that the ignorance and rusticity of the pedagogue almost neutralises the scanty education which does exist. Time will roll away before the demand will, of itself, produce a supply of qualified teachers. Indeed, such a supply would be the much-desired fruit of years of labours on the part of Government. But in the interim a class of schoolmasters must, if possible, be raised up from among the people; some few of the most likely pupils might be selected for this profession from the tehseel schools, but as a rule the *alumni* of these institutions would not reach that standard of homely yet solid acquirement which Government might desire to ensure among village schoolmasters. On the other hand the *elevés* of the academical schools and colleges would be too highly educated and too refined in habits for rustic life. A medium of training must therefore be sought for more intellectual than that of country schools, and more simple than that of city schools. This can only be gained by means of normal schools; but such schools must not be conducted on too grand a scale; nor must they be too centrically situated, so as to be inaccessible, through distance, to those for whose benefit they are intended. In that case they would become schools of general usefulness, and would cease to serve a special purpose. They must be so arranged as to admit of attendance at moderate cost and trouble on the part of those who, possessed merely of practical intelligence, are content to live among the villages, and

and earn a livelihood by rustic pedagogy. Mr. Reid attests the wants of such establishments in the North-Western Provinces; he has founded one very good normal schoo[illegible] Agra, but it has not entirely answered expectation, owing to its distance fr[illegible]e homes of the scholars. The Judicial Commissioner would recomme[illegible] two such institutions be established in the Lahore Division (one in [illegible]chnab Doab at Sealkote, or Goojranwalla, and one in the Baree Doab at [illegible]ur); one for the Trans-Sutlej States at Jullundhur; and one for the Cis-S[illegible]tates at Umballa, in all four; fifty pupils would be the full complement of e[illegible]school. The maximum period of tuition might be three years, and the earlie[illegible]ortion of this term might be probationary; a certificate from the zillah visitor should be necessary to procure admission. Examinations by the visitor should be held on the pupils entering and leaving the school, as well as intermediately. A subsistence allowance of *Rs.* 1. 8. per month might be given to each scholar during residence. Vacancies in the tehseel schools would be filled by those alone who might hold diplomas from the normal institutions, and although these scholars would in no case be forced upon private schools, yet they would be recommended by the visitors whenever opportunity might offer, and would doubtless be in most instances accepted, none others would receive recommendations. The visitor should have the power of admitting any likely lad from the tuhseel or other school, and also to permit any schoolmaster to attend and qualify himself; in either case the person nominated would be entitled to the benefits of the institution. The curriculum of study would be unpretending, yet sound, such as might enable a man to teach villagers without being civilised far above them. To each school would be appointed one master on 40 rupees per mensem, with an assistant on 20 rupees, which sums together with the 50 scholarships of *Rs.* 1. 8. each and contingencies, would make up the 150 rupees entered in the financial calculation.

Nature of education, and language to be employed.

13. The proper style of education to be enforced in the tuhseel schools, and to be enjoined in the indigenous schools, has been placed beyond doubt by the proceedings in the North Western Provinces. The language through which the instructions should be conveyed in the Punjab may, however, demand some remark. The language used might be either Punjabee with Goormookhee character, or with the Persian character, or mixed Hindoostanee and Punjabee, that is grammar and structure, Hindoostanee with Punjabee phrases and idioms, and written in the Persian or Hindee character, or pure Oordoo and Hindee. The Judicial Commissioner recommends the disuse both of the Punjabee language and of the Goormookhee character. Goormookhee, though of sacred origin, is rapidly falling into desuetude; indeed, the religion of Govind is itself languishing, since bereft of political ascendency. This peculiar language is now only used to a limited extent by Grimthees and Bedees. It is true that the Loodiannah American Presbyterian mission did some years ago publish Goormookhee books, and have recently compiled a dictionary; but when the former publications were issued the Sikh power was still standing, and many influential classes could be reached only through the medium of the courtly and priestly tongue. Since then the mission has published in more useful languages, and would not undertake Goormookee works in the present day. The currency of Punjabee, as a spoken language, is also diminishing. It is degenerating into a mere provincial dialect. Hindoostanee is the prescribed language of the courts and of the public departments, it is becoming familiar to the upper and middle classes, and the ruder population understand it nearly as well as their brethren of Hindoostan, though neither perhaps will ever be proficients in this or any other polished language. There is no reason to perpetuate the Punjabee, or even check its decadence at the expense of the superior Hindoostanee by means of an educational system. It might at first be not inexpedient to familiarise the Hindoostanee by the admixture of Punjabee terms, but there would be this objection, that a language is being compounded for the occasion, or perhaps a new language is being framed when too many exist already. On the whole, then, the Judicial Commissioner would prefer to adopt precisely the same language as in the North Western Provinces, namely Oordoo and Hindee, and thereby secure uniformity, in addition to the advantage which those languages possess over the less cultivated patois of the Punjab. It is perhaps superfluous to add that vulgar characters, which may be local in application, limited in use, or

or semi-barbarous in formation, such as Shroffee, Mahajanee, or Lundee, should be positively discouraged.

Books for scholastic and practical purposes.

14. A central depôt for class books and useful publication[illegible]ld be established under the visitor-general at Lahore, on the same princi[illegible] at Agra, the substance and matter of the text-books published under the A[illegible]ernment leave nothing to be desired.

Female education.

15. Female education is not unknown in the Punjab, and [illegible] doubtless increase, together with the general diffusion of intelligence; b[illegible] the Judicial Commissioner doubts whether at present any direct influence ca[illegible]e exerted in that direction.

Details to be settled with the Visitor-General.

16. Such then, in general terms, is the mode in which the judicial officer would introduce the experimental system into the Punjab. The broad characteristics only of the scheme have been considered. If the Government should be pleased to appoint a visitor-general, all details can be dealt with in concert with that officer.

Education in gaols.

17. The Judicial Commissioner would seize this opportunity to enlighten the inmates of our goals by an education similar to that given in the Agra model prison, and in the Mynpooree gaol. A commencement has been already made in the Lahore central gaol. This system might be tried perhaps in all the gaols, and certainly in those of the three educational divisions. The prisoners might be formed into classes, monitors appointed, examinations held, and reports submitted. If that most desirable principle should be carried out, that exemplary conduct shall entitle a prisoner to release before the expiry of his terms, then educational progress would afford a ready and trustworthy test of such conduct, and would supply the best incentive to prisoners to regulate their habits and exert their faculties. It might be ruled that no prisoner should obtain a remission of sentence for good behaviour, until he could pass an examination. The severity or otherwise of the test would be proportionate to the capacity, age, caste, class, and circumstances of the prisoners. The amount of requirement demanded would vary accordingly; but in all cases some degree of progress would be a *sine qua non*. The visitor-general might be instructed to examine all the prisoners in his three divisions, and to make a detailed annual report on their proficiency, for the information of the Judicial Commissioner.

Educational test for all public employees.

18. The resolution, that all candidates for even the lowest Government employ should pass an examination, might be put in force from the ensuing year (1855). After the lapse of two or three years, a similar rule might be applied to village headmen and office bearers, but a notification to this effect should be proclaimed at once.

Central and collegiate schools.

19. The founding of central schools and collegiate institutions is a matter distinct from indigenous and vernacular education, but on the present occasion it naturally suggests itself. It should be remembered that a superior class of schools has been established in many of the cities of the Punjab by missionary societies. The American Presbyterian Mission have excellent schools at Loodiannah, Umballa, Lahore, Jullundur, and now at Rawulpindee. The Church Missionary Society at Umritsur, Kangra, and Kotgurh (in the Hills). A central school has been founded by the Government at Umritsur. The Judicial Commissioner would not at present propose a similar institution for any other of our cities, except the metropolis of Lahore. He appreciates the validity of the reasons which induced the Government originally to give the preference to Umritsur; but still he would advance a claim on behalf of the sister capital. Umritsur doubtless enjoys commanding advantages in virtue of its commercial and religious importance, nevertheless, Lahore offers greater facilities for effective supervision; a numerous and energetic committee can always be organised at Lahore under the eye of the chief authorities. Such a committee cannot always be obtained at Umritsur. The Judicial Commissioner would retain the central school at Umritsur, and establish a college at Lahore. The abandonment of Sanscrit has been recommended in the Umritsur school, although this language is not calculated to be of the same utility here as at Benares or Agra, still it may continue to be taught, together with the other classical languages of India, in order that they may be the means of engrafting European truth upon

Asiatic

Asiatic science and philosophy, and constitute as it were a bridge over the gulf between oriental and occidental learning.

20. In conclusion, the Judicial Commissioner has to express his confidence in the success of educational measures in the Punjab. He is assured of the co-operation of the district authorities, and especially of the Commissioners of the three experimental divisions, namely, Messrs. McLeod, Raikes, and Barnes. Mr. Raikes has already signalised himself by his zeal for education in the Mynpooree district; Mr. McLeod is well known to possess as much theoretical knowledge of educational affairs as any civil officer in Upper India. On the requisition of the superior authority he has penned a most able, elaborate, and interesting report on the state of education in his division, with general recommendations on the subject. A copy of this report is herewith appended, and the Judicial Commissioner commends it to the consideration of the Chief Commissioner and of the Government. Conclusion.

(signed) *R. Montgomery*,

Lahore, 7 March 1853. Judicial Commissioner for the Punjab.

The following Report may be divided into the several subjoined portions or sections :—

1. From para. 1 to 4 : Preparatory remarks.

2. From para. 5 to 31 : Educational statistics of the Trans-Sutlej Division, so far as hitherto ascertained.

3. From para. 32 to 45 : Results deduced therefrom as to the present condition of the people in connexion with this subject, and prospect afforded of a scheme of education being introduced with success.

4. From para. 46 to 75 : General observations on the principles to be observed, and objects to be kept in view, in laying down a scheme of national education for the Punjab.

5. From para. 76 to 103 : Detail of the specific arrangements proposed or recommended in regard to grant of funds, classification of schools and colleges, emoluments, &c., of teachers and inspectors, books to be employed, and other matters comprised in such general scheme.

6. Para. 104 : Establishment of a Vernacular Official Gazette, recommended as an important auxiliary to the cause of education.

(signed) *D. R. McLeod*,

Commissioner and Superintendent Trans-Sutlej States.

No. 120.

(No. 1988.)

From *D. F. McLeod*, Esq., Commissioner and Superintendent Trans-Sutlej States, to *R. Montgomery*, Esq., Judicial Commissioner for the Punjab; dated Camp, Dasdha, 17 December 1853.

Sir,

I have now the honour to acknowledge the receipt of the late Board's circular letter (No. 1), dated 15 January 1851, with enclosed extract from the Government of India, as well as subsequent reminders, calling for a report on the state of education in this division, and for such information connected with the details of the subject as may appear likely to be useful or interesting, and proceed to furnish the report required. Reports, as required, on the subject of education.

2. Two years have now elapsed beyond the period when this report should have been supplied. This great delay I cannot pretend to justify, and it has been a source of much regret to myself, as tending to retard the introduction of measures for which none can long more ardently than myself. But this much I may remark, that, as in the existing circumstances of the Punjab, much must depend on the general principles acted upon at the outset, it has appeared to me essential that before an extended scheme of operations is determined upon, those principles be fully discussed, and a consistent course of proceeding deliberately adopted.

2, 3, 4. Having delayed doing so until a full statement could be furnished of the writer's sentiments in regard to the best course to be pursued.

3. I have been desirous, therefore, when replying to the letters under acknowledgment, not only to endeavour to supply the information, however limited, which has been gleaned in respect to the statistics of education as at present existing in the division, but to state the views which appear to me best calculated to ensure for our future efforts a practical and useful aim, and to extend their influence throughout the mass of the population: a task which I have found to be one of no ordinary difficulty.

4. The entire question has already been largely discussed by so many parties coming to very opposite conclusions on almost every point that I have at times felt reluctant to place on record the sentiments which I had already put to paper, believing that these differ widely in some respects from those of the majority. But I have come to the conclusion that my position in this new sphere of our administration renders it in a manner incumbent on me at the present time to state those sentiments fully; and as the subject is one in which I have long felt the deepest interest, I trust I may be excused if I should appear sometimes to press them with undue earnestness.

5, &c. Proceeds to furnish statistics of Jullunder in connexion with this subject.

5. I shall proceed, in the first place, to give a brief summary of the present state and prospects of education in the several districts of the division, commencing with that of Jullunder, for which district I annex copies of the accompanying documents.* I also forward, in original, the detailed statements of schools in the four tehseels of that district, supplied by Major Edwardes, not deeming it necessary to have these transcribed. The information herein recorded is, for the most part, of two years' date; but for all practical purposes it may be regarded as equally applicable to the present time.

6. It will be observed that these documents contain three distinct returns taken by different parties, and at different times, and all differing more or less from each other. The following are abstracts of the number of schools and scholars shown by each respectively:—

Returns by Settlement Officer.

NUMBER OF SCHOOLS.			Number of Mahals to each School.	Number of Inhabitants to each School.	Remarks.
Hindee.	Persian.	Total.			
62	206	268	5 on the average.	2,098 on the average.	Number of Scholars not given.

Returns

* 1. Letter of Mr. Brereton, officiating Deputy Commissioner, No. 48, dated 3 April 1851, with enclosed tabular statements of schools, &c., English and vernacular.

2. Letter of ditto, in continuation, dated 17 May 1851, No. 81, forwarding return of the territory of the Almoalia Rajah.

3. From Mr. Temple, settlement officer, dated 10 October 1851, No. 68, enclosing tabular statement.

4. From Major Edwardes, No. 196, dated 22 December 1851, forwarding detailed statements for each tehseeldaree.

5. From ditto, dated 27 May 1852, No. 97, in continuation, reporting on the subject of female education.

6. An abstract of the returns furnished by Major Edwardes, as respects schoolmasters, and their emoluments, prepared by myself.

RETURNS of Mr. *Brereton*, Officiating Deputy Commissioner.

Number of Schools.	NUMBER OF PUPILS STUDYING.					Mahomedan Pupils.	Hindoo Pupils.	REMARKS.
	English.	Arabic.	Persian and Oordoo.	Hindee and Sanscrit.	TOTAL.			
198	85	437	1,298	929	2,749	1,351	1,398	Of these 271 scholars appertain to Government Missionary Schools.

RETURNS of Major *Edwardes*, Deputy Commissioner.

NUMBER OF SCHOOLS.					NUMBER OF SCHOLARS LEARNING.							Mahomedans and Christians.	Hindoo.
Sanscrit School.	Chatsals for Hindee and Accounts.	Musjid and other Places for Arabic.	Schools for English, Persian, &c.	TOTAL.	English.	Arabic.	Persian.	Oordoo.	Sanscrit.	Hindee.	TOTAL.		
28	44	232	21	325	39	1,119	1,252	11	796	300	3,517	1,864	1,643

7. There cannot, I think, be the least doubt that the returns supplied by Major Edwardes, which were taken last and with the greatest care, are the most correct. Those previously rendered did not appear to me to have been taken sufficiently in detail to be really trustworthy, and I therefore requested him to take a detailed census afresh, of which this is the result, exceeding both of those which preceded them, in the number both of schools and of scholars; and I feel well convinced that even these fall short of the reality, more especially as regards the pupils instructed in the vernacular written character and accounts. But as they have been taken with great care, and as affording the nearest approach to the reality, I shall regard them for the purposes of this report as correct.

8. Assuming the population of the district to be 5,67,991 souls, as shown by the census made under the orders of the settlement officer, the number of schools entered by Major Edwardes, in which are included the Government and the missionary schools, gives an average of one school for 1,717 individuals. Some residents of this district, however, especially from Râbon, resort to the missionary school at Lovohiannah, and those seeking instruction in Goormookhee are stated by Mr. Brereton to resort to Umritsur, where the wealthy traders, much to their credit, support such as are indigent.

9. When these returns were prepared, the school of the American Presbyterian mission at Jullundur numbered 95 pupils only; but since then this number has been greatly increased, and the institution, which is very admirably conducted, is becoming exceedingly popular.* The Government school has never been very efficient, and as it is wholly unable to compete with the mission school, I have found it a somewhat thankless task to evince an active interest in its progress, and have more than once been on the point of proposing its transfer to Râbon, where, it will be observed, there is a greater eagerness for instruction than elsewhere in the district. There is a considerable inclination shown by the better classes, both there and elsewhere, to learn English, as indicated by their resort to the missionary schools and otherwise; but quite in subordination as I think it should always be to instruction in the languages of the country.

10. Major Edwardes' detailed statements exhibit pretty fully the character of the instruction imparted in the schools generally, which very closely corresponds with that of the humbler class of indigenous schools of our older provinces. The Sanscrit

* The number of scholars at present on the books exceeds 300, and upwards of 250 are in daily attendance.

Sanscrit and Arabic teachers are, as a class, very inferior; in Persian, the instruction is, for the most part, elementary and crude; and in the vernacular Hindee, as taught in the Chatsals, but little more is imparted than an acquaintance with the local and very barbarous modification of the Devanagree character, commonly called the Tankreh, or Sandeh, together with some knowledge of account keeping. To these last establishments even the children of Mahomedans occasionally resort, as conferring the instructions required for the ordinary business of life, and it is stated that all castes and classes of the people supply pupils, save the sweepers and chumars, or the very lowest members of the community.

11. The abstract of so much of Major Edwardes' statement as refers to the number and pay of teachers, which will be found amongst the accompanying documents, shows the entire emoluments of these, excluding those in the Government and missionary schools, to amount to about *Rs.* 5,126. 12., being nearly 16 rupees per teacher per annum. While, however, this return shows but 163 ghomaos of rent-free land, valued 200 rupees, the settlement officer's returns of such lands, held by padhas and teachers, give 283 ghomaos, valued about 602 rupees; besides which many voluntary payments and presents are made to them by the pupils in cash, food, clothes, or otherwise, which cannot be entered, and I have no doubt that if these can be accurately ascertained and added to these returns, the entire sums devoted by the people to the instruction of their children would prove to be at least double of what is here represented; though, after all, the office of village teachers will remain but a very humble and poorly remunerated one.

12. In the department of female education all is, as yet, pretty nearly a blank. In so far as these returns show, some of the Mahomedans teach their females to read the Koran by rote, but no more; and where a Hindoo female acquires some knowledge of the written character and of accounts, it is usually by force of individual character, as evinced later in life, the education of their girls being a thing generally unknown among the Hindoos. This subject is discussed with much intelligence from para. 9 to the close of Major Edwardes' letter of the 27th May 1852, accompanying, which will well repay perusal, the question of woman's social position being one affecting perhaps more vitally than any other the future well-being of India.

13. And of the Aluwallah Territory.

13. Besides the statistics of the Jullundur district itself, Mr. Brereton has supplied those likewise of the Aluwallah territory adjoining, as received from the late chief, being as follows:

Number of Schools.	NUMBER OF SCHOLARS LEARNING.				Mahomedan Scholars.	Hindoo Scholars.
	Arabic.	Persian and Oordoo.	Sanscrit and Hindee.	TOTAL.		
100	335	348	140	823	488	335

That chief showed a very commendable interest in all that he observed to be most approved by the British Government and its officers, and the present rajah, his son, appears to be influenced by yet higher principles of action. The Reverend Baboo Goluknath, the admirable superintendent of the Jullundur mission, is regarded with very marked respect and esteem by this young chief, who has himself become a tolerable proficient in English, and has more than once expressed his intention of establishing Christian schools at several places in this territory.

14. Passes on to those of Hooshiarpoor.

14. I now pass to the district of Hooshiarpoor, and annex, in connexion with it, copies of the documents noted in the margin,* together with the detailed statements

* Letter from Deputy Commissioner, No. 158, dated 6 November 1851.
2. Ditto ditto, regarding female education, No. 51, dated 14 April 1852.
3. Extract of report from settlement officer (Mr. Melvill), dated 30 June 1852, with tabular statement of educational returns for four tehseels of Hooshiarpoor District.
4. Extract from report of settlement officer of the Makerian and Dasoha Pergunnah, of 29th May 1852, being remarks by Mr. Morris, assistant settlement officer, with tabular statement for that tehseel.

ments in original which accompanied Major Abbott's letter of the 6th November, not considering it necessary to have these last transcribed.

15. The returns, as in the case of Jullundhur, exhibit the state of things existing two years ago; but, under existing circumstances, this is not, perhaps, of much importance. The returns of the Settlement Department, or, at all events, those collected by Mr. Melvill, are entitled to much greater confidence than in the case of Jullundhur, of which the settlement proceedings had been in a great measure completed before particular attention had been turned to the subject of educational statistics, and the discrepancy which exists between their results and those elicited by the inquiries of the Deputy Commissioner may seem to show how difficult it is at present to ascertain the true state of the case.

16. The detailed statement furnished by Major Abbott gives the total of schools and scholars shown in the margin;* while it shows the remuneration of the teachers to be derived, as in Jullundur, sometimes from the contributions of scholars in cash, grain, or food; sometimes from perquisites on specified occasions; sometimes from yearly or half-yearly gifts of grain from the village; in some instances from Government grants, and more frequently than appears to be the case in Jullundur, from a fixed allowance granted by one or more benevolent and public-spirited individuals who have established and supported the schools. I have not, however, thought it necessary to prepare an elaborate analysis or abstract of this statement, deeming the returns of the Settlement Department to be more trustworthy.

17. The returns of Mr. Melvill, settlement officer for three tehseels of this district, give the number of schools and scholars noted in the margin,† while the settlement officer's for that of Dasolia (Makerian) give as follows:—

HINDOO SCHOOLS.	PERSIAN SCHOOLS.	TOTAL.	MAHALS PER SCHOOLS.	INHABITANTS PER SCHOOLS.
31	44	75	$3\frac{3}{16}$	2,306

He

* 1. Arabic, Persian, and Oordoo schools (including one Government institution) - 61
2. Hindoo schools (including one Government institution) - 21

1. Arabic, Persian, and Oordoo schools (including one Government institution)	61
2. Hindoo schools (including one Government institution)	21
TOTAL of Schools	82
3. Mahomedan scholars	320
4. Brahmin	198
5. Khutree	288
6. Kayath	5
7. Bunneah	50
8. Miscellaneous castes ditto	217
TOTAL Scholars	1,078

†

Schools in which Persian, Oordoo, &c. are taught	111
Ditto, in which Hindee, &c. are taught	39
Ditto, in which Goormookhee is taught	6
	156
Scholars, Mahomedans	859
" Hindoo	831
	1,690

He does not give the number of scholars, but assuming the ratio to the number of schools to be the same as in the foregoing, the number of scholars would be about 800, giving 231 schools and 2,490 scholars as a proximate estimate for the whole district, which is probably not very far from the truth, though I am convinced it falls somewhat short of the reality. Mr. Melvill's returns indicate that from 10 to 11 is the average number of scholars to each school.

18. There is uniformly but one master to every school, and Mr. Melvill has ascertained, from very minute inquiries, that the average emoluments of each, in so far as these are of a definite character, are *Rs.* 2. 7. 4. per mensem, which would give *Rs.* 567. 14. per mensem, or *Rs.* 6,814. 8. per annum, for the whole. Besides this, however, food and presents of different kinds and of varying amount, are given by the children or their parents, and there are about 526 ghomaos of land recorded as held rent-free by village teachers, of which the estimated value is between 800 and 900 rupees. The entire sum, therefore, expended in this district upon education would appear to be by no means less than in that of Jullundur; but this I believe to be contrary to the fact, and regard this, therefore, as an additional proof that the amount shown in the Jullundur statement is considerably below the truth.

19. There is, however, one most gratifying fact connected with this district, mentioned by Major Abbott, viz., that the zemindars of the Dasoba (Makerian) Pergunnah came forward two years ago, and agreed to pay, out of the malbah, or per-centage allowed for village expenses, a yearly sum per village for the maintenance of a school under the direction of the Government officers, in each of the principal towns. The contributions thus made at the present time are, per annum, as noted in the margin;* and the Persian and Hindoo schools are maintained from this fund at Dasoba, Makerian, and Huppur, which appear all to be progressing very satisfactorily.

20. The example has, moreover, been lately followed by the other pergunnahs of the district, and the yearly collections at present agreed to are as noted in the margin,† exclusive of Una, of which the returns have not yet been communicated to me, and in which arrangements are only now in progress. Owing to the existence of a Government school at "Hooshiarpore," that pergunnah has subscribed the least; but schools have been established at Mahilpur, Garshunkur, and Harriana. The aggregate collections will not fall short of 200 rupees per mensem, and the entire arrangement is one which, I cannot doubt, will be regarded by the higher authorities as reflecting great credit alike upon the zumeendars who have thus come forward, and on the benevolent and energetic public officer who has brought it about.

21. The Government schools at Hooshiarpoor, both Persian and Hindee, are very greatly superior to those of Jullundur, and the teachers in both are respectable and competent men, deserving, I think, of higher emoluments than they at present receive. The Hindee teacher, in particular, is one of the best of his class that I have met with, being a pundit very fairly versed in Sanscrit, yet not above taking an interest in Hindee, and striving to improve himself in the knowledge required for the efficient fulfilment of his duty.

22. The

	Rs.
* 193 villages pay 2 rupees each per annum, in two instalments	386
361 villages pay 1 rupee each per ditto ditto	361
12 villages pay nothing	—
566 villages in all pay - *Rs.*	747

	Rs.
† 1. Hurriana	524
2. Garhshankur	454
3. Hooshiarpoor	288
Total - *Rs.*	1,266

22. The entire population of the Hooshiarpoor district, derived from the combined returns of Mr. Melvill and of the settlement reported by Mr. Temple, is 749,281 souls, being more than one-fourth in excess of that of Jullundur; this would give one school to about 3,244 individuals. Mr. Melvill states, that in the portion of the district reported upon by him, there is one school to 1,992 souls, or to every 779 boys under age, so that one only in about 70 of the latter appears to receive any education.

23. In respect of female education, Major Abbott reports that here, as in Jullundur, it is a system unknown, and he considers the people to be decidedly opposed to it in sentiments. But he suggests, that if a female school were established at the Sudder station, he is fully assured the ladies of the European gentry would take a lively interest in superintending and promoting it.

24. The district of Kangra now remains to be considered, in which district alone no Government school has been hitherto established, though the desire for education evinced by the people, who are all of hill tribes, is certainly not less than in the other districts. In connexion with this district, I annex copies of the documents noted in the margin,* from which it will be seen that the Assistant Commissioner, Mr. Forsyth, has taken a very special interest in this subject, and deserves, in my opinion, great credit for the exertions he has made in connexion with it. Major Lake, while in charge of the district, established and supported, from his own funds, a school at Kangra; this Mr. Barnes continued, and likewise established one at Nadon, and one in Koolloo; the latter with the aid and in co-operation with the Rev. Mr. Prochnow, of the Church Mission at Kotegurh, who has much interested himself in that secluded region. Besides these, no schools appear to have been established until recently, in any way identified with the Government or its officers.

24, &c. Lastly, gives such statistics as have been collected at Kangra.

25. Of indigenous schools, it would appear from Mr. Forsyth's inquiries, that at the time when they were made (now three years ago), there were in all 23, as noted in the margin,† containing 154 scholars, though in these the Nadon school is included, as it is in part supported by the boys. The above indicates that each school has an average of between six and seven boys, which appears to me to be small; for although, as remarked by Mr. Forsyth, the Sikh rule tended to discourage schools, yet a great keenness is evinced to acquire tuition when readily available, and, as he observes, where a wealthy or public-spirited individual establishes a school, the children of the neighbouring zemindars immediately flock to it. In the villages, however, their comparatively small size, generally speaking, and the scattered character of the habitations, no doubt, are circumstances unfavourable to the collection of many children in one place.

26. The ascertained cash payments received by all the masters appear to have been about 877 rupees per annum. But of the 23 teachers, nearly the whole derived emoluments of different kinds from other sources, as I have indicated in the margin.‡ The schools are described as being, for the most part,

* 1. Letter from Deputy Commissioner, No. 22, dated 28 January 1851, with enclosure from Mr. Forsyth, Assistant Commissioner.
2. Letter to ditto, in reply, No. 137, dated 4 February 1851.
3. Assistant Commissioner's reply, No. 40, dated 26 March 1851.
4. Letter from Officiating Deputy Commissioner, No. 77, dated 24 April 1852, on the subject of female education.

† 1. For vernacular and accounts	5
2. For Sanscrit	8
3. For Persian	10
TOTAL	23

‡ 3 got their daily food.
3 were paid for reading prayers.
7 kept accounts or fulfilled other functions for villagers or others, and were paid for it.
2 got presents or fixed allowance of grain.
1 got pice from his scholars on Sundays.
5 held land, 81½ ghomaos in all.

21

part, of about a temporary character, dependent for their continuance on the liberality or interest of one or two individuals, but they have been gradually assuming a more and more fixed character.

27. At the present time the following schools are established under the auspices of the local authorities, chiefly through the exertions of Mr. Forsyth, and supported at a cost of 72 rupees per mensem, raised by voluntary contributions:—

LOCALITIES.	HINDEE AND ACCOUNTS.	PERSIAN AND OORDOO.	MIXED.	TOTAL.
At Kangra - - - - -	1	1	- -	2
At Noorpoor - - - - -	1	1	- -	2
At Nadon - - - - -	- -	1	- -	1
At Seyanpoor Tera - - - -	- -	1	- -	1
At Sultanpoor (Kulloo) - - -	- -	- -	1	1
At Palach (in ditto) - - - -	- -	- -	1	1
TOTAL - - -	2	4	2	8

Besides these places, he strongly urges that they be established likewise at Haneepoor, Jawala, Mukhee, Indowra, Dhurmsala, and other places; and there is not, in fact, any considerable village in the district possessing a good bazaar, in which a desire for the establishment of a school is not evinced. There has, however, been no mulbah allowed in this district at the time of settlement for village expenses, while the scattered character of the hamlets almost precludes, in most parts, anything like co-partnership amongst the agricultural classes.

28. No correct census of this district has as yet been supplied to me, but the number of houses shown by the settlement returns is 111,783, which, if five individuals be assumed as the average to each house, will give an aggregate of 558,915 souls, being a nearer approximation to that of Jullundhur than appears to me to be probable. It can hardly be supposed, either that out of so large a population there should not be so many as 200 scholars obtaining instruction at one time; and as I have not found the better classes, generally, by any means more illiterate than the corresponding classes elsewhere, it is certain that many more are taught to read and write than appear on the school returns.

29. Female education, Mr. Bayley, the officiating Deputy Commissioner, states to exist in this district to but a very partial extent, a few females only in the wealthiest families being instructed, and this usually only to the extent of being able to read over and repeat portions of religious works, which they comprehend but inadequately, if at all. He is not aware that there exists any positive prejudice against females acquiring knowledge; but thinks that any efforts to instruct them on the part of the British Government, or its officers, would not at present be appreciated, and accordingly recommends, I think, judiciously, that our efforts be, in the first instance, confined here to the instruction of boys.

30. To sum up the statistical results, so far as heretofore obtained, the following table will show proximately the state of each district in an educational point of view, though, as I have above indicated, the amount of tuition here shown

shown, I believe to fall short of the reality in all cases, and in some very considerably so :—

DISTRICTS.	Population as ascertained or Estimated.	Number of Schools.	Number of Scholars.	Annual Emoluments of Masters from all Sources, proximately Estimated.	REMARKS.
				Rupees.	
Jullunder - -	5,67,991	325	3,517	10,000	This is a very rough estimate of emoluments, being nearly double the amount recorded by Major Edwardes.
Hooshiarpoor -	7,49,281	231	2,490	12,000	2,400 rupees have been added by contributions of zemeendars from the Malbah, and I have added about 2,000 rupees on account of food and presents.
Kangra - -	5,58,915	30	230	2,500	The number of pupils in schools recently established has been assumed to be, on an average, between 10 and 11; and about 40 per cent. has been added to the recorded emoluments on account of food, presents, &c.
TOTAL - - -	18,76,187	586	6,237	24,500	

giving about 1 in 300 of the whole population as being at one time under education, and about 42 rupees per annum, or *Rs.* 3. 8. per mensem, as the average emoluments of each teacher derived from all sources.

31. The statistics of indigenous schools in the North-Western Provinces, as collected previous to the introduction of an organised system on the part of Government for promoting village schools, exhibited the following results :—

Total Population.	Number of Schools.	Number of Scholars.
23,199,688	7,966	70,826

so that in so far as the returns then supplied, and those of which I have above given a summary, may be regarded as proximately correct; the comparative table given in the margin* may be deduced, which certainly does not exhibit in an unfavourable light, as compared with their brethren of our older provinces, the desire of the people of this doab to obtain for themselves such knowledge as they find most useful for their ordinary avocations.

32. Having adverted in the foregoing paragraphs to all in the way of statistics which has been here collected, I shall now proceed to state, first, the results and deductions which I draw from the inquiries made, and the facts thus supplied; secondly, my own views on the subject of education generally; and, thirdly, the measures which I would recommend for adoption here. Proceeds to consider the results deducible from the inquiries made;

33. It has been ascertained to the satisfaction of every district officer as well as to my own, that there is everywhere a very keen desire for education. The scheme established by Major Abbott very clearly evinces this, as respects the district of Hooshiarpoor; numerous applications for teachers are constantly being made The most prominent of which is, that a very earnest desire for instruction exists in many quarters;

*

TERRITORY.	Ratio of Scholars to Population.	Average Number of Scholars to each District.
North-Western Provinces - - - - - - -	1 to 327	8·89
Traus-Sutlej Territory - - - - - - - -	1 to 301	10·64

made from all quarters, and I have myself been frequently almost mobbed upon my tours, especially of late, by portions of the inhabitants of some of the towns and larger villages, intreating that arrangements may be made by Government for the education of their youths, and qualifying them for public employ, this last being at present the great desideratum with those classes who chiefly seek for instruction; as instances, I may specify Rahon, Nurmahal, Jhandiala, Bangeh of Jullundhur, Tanda, Miaim, Mukerian, Huniana, Una of Hooshiarpoor, Noorpoor Indonia, Tira, Nadon, of Kangra, though these are by no means all the places in which an earnest anxiety for a teacher has been evinced.

But that the standard heretofore existing is a very humble one as regards both the description of education and the character and emoluments of teachers.

34. It is very certain, however, that the standard of education heretofore has been very low, the emoluments of the teacher altogether insignificant, the language and characters employed rude and various, and the results attained of a very humble order, though in these respects there is not, I think, any reason for supposing that the state of things here existing falls much below or materially differs from that found to prevail in most parts of the North-Western Provinces. The object aimed at in the great mass of indigenous schools is here, as well as there, to qualify the boys for shopkeeping, or the simple intercourse of village life and rustic accounts; and those teachers are, amongst the agricultural population, comparatively very few who aim at qualifying their pupils either for official duties or for any really intellectual occupations.

Likewise that the desire extends in a greater or less degree to nearly all classes;

35. The desire and aptitude for education too includes here a very large proportion of the classes into which the population is divided; a very few, in fact, only of the very lowest castes being ordinarily excluded. The Khuttries and Brahmins undoubtedly stand first on the list of candidates for superior education. But the Rajpoot, whether Hindoo or Mossulman, the Jat, the Mahomedan Ram, heretofore an exclusively agricultural class, as well as Suds, Sonars, Bunnyas, and other shopkeeping classes, all participate, to a greater or less extent, in the desire for it, to say nothing of Suyds and others of the superior Mahomedan tribes, who look upon study as their proper calling; and even carpenters, blacksmiths, and other artisans occasionally come forward.

Though not of a character which should lead us to expect much in the way of pecuniary contribution from the people;

36. It would, however, I think be a mistake to suppose that the anxiety is of such a character as to afford a prospect of much pecuniary assistance being derived from the people themselves, for the present at all events, beyond the outlay already incurred by them, as it is owing, in a great measure, to their having learned that the British Government has everywhere established schools, that the keen desire for their extension to themselves has arisen.

As the classes who chiefly share the desire are for the most part reduced in circumstances, wish to be instructed solely with a view to gain a livelihood and adapt themselves to the altered requirements of the times, while all have been led to look to Government.

37. The benefits derived, even under Sikh rule, from the Loodianah schools established by the American missionaries, are well known and highly appreciated in Rahon and Jullundhur especially; Government schools established at Jullundhur and Hooshiarpoor during the past few years, have further tended to show them these advantages, and while a higher standard of acquirements has been introduced into the public offices, the people begin clearly to see that knowledge is the foundation of our power, that it is highly appreciated by us, and that those possessed of it are most likely under us to prosper, hence they are importunate for the establishment of schools directed by Government; but the classes who chiefly are so are not for the most part those who are well to do, but those who have already suffered in means and in prospects from changes of rule, and who in many instances find it very difficult to keep up the appearances which their station requires. To this, however, there are of course many exceptions, and Major Abbott has shown that some aid may be obtained by judicious management.

Further, that there is an utter dearth at present of both teachers and books;

38. It has further been clearly ascertained that, as elsewhere in Upper India, there is an exceeding dearth both of competent teachers and of suitable indigenous books. In respect to the former, I have good grounds for believing that if the status and emoluments of a teacher were generally improved, a larger number of intelligent men of tolerable acquirements would come forward than are discoverable at present; but as regards books we can only look to the stores of the Agra Government, which are happily so abundant, suitable, and constantly increasing, that, save in the Goormookhe Department, they leave us little to desire.

39. It

39. It has also been found that the Deva Nagree character is in much less general use here than in most parts of the Upper Provinces; while the slightly modified form of it, denominated the Kaithi, is unknown, a most barbarous provincial character, named the Landeh or Punkra, is that chiefly in use in the plains, the Paliari in the hills, but both differing more or less in the different pergunnahs, and all legible with difficulty, even by the writers of the Deva Nagree; indeed, it may be said that it has heretofore been unknown, save to pundits versed in Sanscrit; but since we have insisted upon its being used by our putwarries, a most remarkable impulse has been given to its study, and I have no doubt that it will ere long become nearly universal, if the educational system established be calculated to favour this. The Goormookhee is in but very partial use or favour anywhere in this division, and even that little appears to me to be on the wane, in common with the Sikh faith, from which it derives its importance and consideration.

While the most barbarous provincial varieties of character are almost exclusively in use, and the Deva Nagree but little known, though likely ere long to supersede all;

40. The Persian is perhaps more generally in favour here, than even in the majority of our older provinces, owing to the proportion of Mahomedans being greater, and to the vicinity to nations who employ it as their mother tongue. The study of Oordoo is regarded with some degree of contempt, as has been found very generally the case elsewhere. But with good books in that language made available, this prejudice, so far as it exists, would be speedily overcome, the people being necessarily aware that the language now adopted as that of the courts, possesses claims superior to those of foreign ones.

And Persian more generally in favour than Oordoo.

41. Of Sanscrit and Arabic, but little is studied, and that little for the most part of little worth, being confined in the former chiefly to astrological formulas, and the acquisition of a sufficient smattering of the language to inspire the ignorant with awe, and in the latter to the reading or reciting of the Koran alone, without its meaning being understood. There are perhaps men of respectable attainments scattered through the division; and at Kapunthula there is one really distinguished and enlightened Sanscrit astronomer, though a Khattree by caste, but I have been in no part of India where the learned languages are at so low an ebb.

The learned languages at the same time are less sought after or appreciated than in our older provinces,

42. The population generally, though possessed of strong masculine sense and many practically useful qualities, are uncouth as compared with those of Hindoostan proper, and being, moreover, less wedded, as it appears to me, to their religions, it might be expected that they would not give much encouragement to the professors of learning. For here, as in Europe in the middle ages, the higher branches of learning are almost indissolubly connected with religion and its ministers.

43. For English I am not aware that a decided eagerness has been anywhere shown; were an English class established at any or each Sudder station, it would no doubt be tolerably attended, as in the case with the English classes of the Jullundur Mission school, but with the exception of an energetic and enterprising youth here and there, I do not think the community in general has as yet imbibed or evinced any particular desire for its acquisition.

And English apparently but little desired as yet.

44. Of girls' schools, properly so called, there are at present none, though a considerable number of females of those in more comfortable circumstances are taught at home or privately. In the case of Mussulmans, solely with the view of enabling them to read the Koran. In that of Hindoos and Sikhs, with the object of keeping the household accounts, and reading and writing simple letters.

Girls' schools, properly so called, have not been ascertained to exist, though simple instruction is given to many females;

45. Amongst the Jat Sikh zemindars and petty sirdars, however, I am inclined to think that this partial education of their females has been more general than among the better classes of Hindoos in our older provinces, and when cases affecting this class have been brought into court, on meeting with any point of uncertainty I have frequently been good-humouredly requested by the sirdar to postpone the inquiry until he could refer to his wife, who was acknowledged to be the household authority in administrative matters; while zemeendars coming to court, are not unfrequently accompanied by their wives, who come to look after them, and see that they do not commit any egregious blunders. I gather

And with some classes they appear to have more consideration and influence than in Hindoostan Proper.

gather from hence that they generally allow somewhat more of discretion of their females than is usual amongst oriental tribes, a characteristic worthy of this fine manly race.

Havin thus stated the results of inquiries, proceeds to express his own views on the subject generally.

46. The above summary may suffice to show what appears to me to be the state of the case at present as regards this division, and although there is a very wide difference in very many points between the people of the hills and those of the plains, most of the foregoing remarks will apply equally to both. I shall now proceed, as I have promised, to state my own views generally on the subject of national education, as applicable to this country.

There are two distinct objects to be aimed at. The first and most important, the elevation of the people at large. The second and subordinate one, to raise a class of officials for Government purposes;

47. In its educational efforts, it seems to me that our Government has two distinct objects to keep in view; the one to raise up suitable candidates for our public offices, which has I fear much more exclusively than might have been desired, been the aim, or at all events the result, of nearly all our efforts heretofore, until the establishment of village schools was determined on, except, perhaps, to some extent, at the Presidencies. The other, to raise the intellectual condition generally of the populations intrusted to us, which I regard as being beyond all comparison the more important. It is indeed in theory, I believe, universally admitted to be so, and regarded as in reality the object at which we are aiming, though I do not think that our practice has, at all events until of late, borne out this view.

For the first of which, however, the fostering care of Government is much the most indispensable.

48. Not only, however, do I consider that the education of the members of our official establishments is less important than the education of the general mass of the people, but I believe it to stand much less urgently in need of the Government's fostering care. Even if Government should hold entirely aloof, the powerful operation of self interest would ensure a supply of tolerably educated young men, in some respects better adapted for this purpose, while, as respects the people at large, placed as we are, a civilised race, over one much less advanced, it is not to be expected that without our guidance, encouragement and invitation, they can understand the character or appreciate the value of that higher state, towards which it should be regarded as our paramount duty to endeavour to conduct them.

And although the great importance of raising a superior class of Government officials is fully admitted;

It is nevertheless deemed to be most essential that the relative importance of the above two distinct objects be kept prominently in view, as calculated materially to affect our general course of procedure.

49. I would by no means be understood as estimating lightly the importance of having really well trained youths to fill our offices; far from it; I am well aware of the great benefit to the administration and to the people which must result from this in many ways, and I have been greatly gratified to observe that a higher tone of morals as well as a more comprehensive and liberal grasp of mind, very generally characterise the youths who have been introduced from our superior seminaries at Agra, Delhi, and Benares. I am aware too, that if rendered part of a general system, this must have an important effect towards recommending and extending education generally. But, nevertheless, I would strongly urge the view which I have expressed above, and I believe that our course of proceeding will be materially altered, if the elevation of the people generally be steadily regarded as the main point to be aimed at; I think it of very great importance that this be kept constantly in view.

First, as it will raise in our estimation the importance of village schools, and all institutions and efforts calculated to operate on the mass, as contra-distinguished from the select few.

50. One result of it must be, I think, to raise in our estimation the value of village schools, for in the educational as well as in almost every other branch of national administration, I think I may assume it as a fact, which all history establishes, that nothing really effective or wholesome can be accomplished unless we proceed upon what I may term the synthetical mode of dealing with it, that is, by first creating, as a substantial foundation, an intelligent and educated population, capable of appreciating the higher acquirements of their superiors, and then building our superstructure upon this.

51. It was once remarked to me by a very enlightened missionary, that if the mass of the population were taught to read and write, and to think and reason with tolerable intelligence, half of his work would have been accomplished. The remark made a deep impression on me at the time, and has ever since remained uppermost in my mind in connexion with this subject. It was made directly in view of the proposed establishment of village schools, and who can doubt

doubt the immense effect upon public opinion which must be brought about, not only as regards religious belief, but in respect to administration, social intercourse, and all else that affects man's wellbeing, if a spirit of inquiry, however slight, could once be instilled into the mass, amongst which will be found very many minds of great natural vigour and strong common sense.

52. The select few, however, rather than the great body of the people, have been heretofore for the most part preferred, and by all our efforts hitherto to create superior scholars, independently of the mass, what effect have we produced, but to raise a body of youths having little in common with their humbler brethren, and producing little or no effect upon them? At the Presinencies, where our measures have been still less indigenated, I may go yet further, and assert that a large proportion of the youth educated in our Government seminaries look with contempt upon their fellow countrymen, who reciprocate the feeling with bitterness, while they themselves, in many cases I fear, have been morally in no way improved, either as subjects, or as men, by the intellectual culture they have undergone.

Secondly, as it will serve to remind us that the duty is one which, in the peculiar position of the British Indian Government, it is bound to take upon itself, independently to a certain extent if necessary, of any spontaneous movement on the part of the people.

53. Another result which it appears to me must follow from this view of the matter, is to remind us how necessary it is for our Government to take the task, in the first instance at all events, wholly or nearly wholly into its own hands, save only where the philanthropic and devout of Europe and America lend their aid. Under representative governments it may with some be deemed a question how far it is requisite or even proper for the ruling power to interfere in the work of education any further than the people themselves may invite them so to do. But with a government so far advanced beyond the nation entrusted to it as that of British India, such a sentiment must obviously be out of place. It is a most essential part of our mission here, to strive to raise the people in the intellectual scale, even in spite of their own apathy, if such should exist, and I should be disposed, therefore, to admit, to but a very partial extent, the argument not unfrequently adduced, that the assistance of Government should be granted only in proportion as the desire for education is locally evinced.

Having stated these general principles, goes on to observe, that although such spontaneous movement on the part of the people should not be looked for as the condition of our interference, every effort should be made to secure their co-operation;

54. While, however, I entertain this opinion, I feel all the more impressed with the conviction that it is our bounden duty to do all in our power towards rendering education popular and acceptable; and for this reason, I deem it most important to bear in mind that we have here to deal with a people far from unlettered, who possess, on the contrary, the Mahomedan and Hindoo alike, an ancient literature, which they regard with great reverence, and that it is, therefore, in fact, regarded by them much in the light of a gratuitous affront to commence, as I fear we have but too generally in practice been wont to do, by letting them understand that we regard this literature as useless, or worse, and that to meet our views they must wholly set it aside and begin upon an entirely new score.

For which reason the exhibition of a contempt for, or disregard of that literature which they venerate, appears highly inexpedient,

And the grounds on which this course is defended insufficient, as taking too narrow a view of the subject, and indeed an incorrect one.

55. To repudiate the use, and as it were the very recognition of the Oriental learned languages, because the works which they contain are deemed unprofitable, and many of them positively injurious, is, in my opinion, to deal with the subject on a much narrower foundation than it deserves; if it were proved that nothing could be effected by us through the medium of these languages, and that the professors of them were incapable of being made available for our purposes, then it must indeed be useless to discuss the matter further. But this I cannot admit to be the case; and those who have given the matter a fair trial, and have had the best means of forming a correct judgment, have come to a very different conclusion on both points.

Arguments adduced to show the use to which that literature, or portions of it, can be applied in perfect conformity with our views, and as part of a general system of superior education;

56. As respects the first point, viz., the use which may be made of these languages, it is now well known to those at all versed in Oriental literature, that in both the moral and the physical sciences many of the works comprised in that literature contain, mixed up with more or less of error, a great deal of truth.

57. As regards the Arabic, our own historical records show with more or less clearness, the times and points of connexion and separation between the sciences it records, and those of European nations. Plato, Aristotle, Ptolemy, Hipprocates, Galen, and others of the Greek philosophers, astronomers and physicians, are still with the students of Arabic and Persian as household names, though their teachings have been much perverted, and are now misunderstood.

58. And as for the Sanskrit, though history affords, perhaps, but little light, there can be no doubt that in times past such connexion, or at all events, inter-communication in respect to science, has existed to a large extent. The Yavanas (or Ionians, their name for the Greeks) are in their Shastras repeatedly referred to as prodigies of knowledge, though impure; and the science of the best Sanskrit works is in fact much the same with what existed at periods not very remote amongst ourselves. Seeing, then, that we have thus started as it were from the same foundations, I leave it to each intelligent mind to judge whether it would not be our best wisdom to avail ourselves of this, and showing our pupils first how much we possess in common, to lead them on from thence through the demonstrable stages by which we have attained to higher truths.

As well as to show that it is a mistake to suppose the professors of that literature, or a large portion of them, cannot be won over to our cause;

59. As respects the second point, viz., the extent to which the existing Oriental professors may be rendered available for our purposes, it has been found by all who have fully inquired into the subject: First, that the scholastic mental training acquired in the study of those languages, renders their students for the most part, the most apt, intelligent, and scrutinising of all pupils; the keenness and profound skill with which an intelligent young Pundit will grapple with any question in European grammar, logic, metaphysics, mathematics, astronomy, or any other subject, when proposed to him in a light connecting it or contrasting it with his own past studies, being really amazing; and secondly, that instead of holding aloof from us with naughty contempt, as is but too generally the case with the learned men of the land, this class when treated thus, give up much, and in many cases all of their inflexibility and assumption of superiority, becoming not unfrequently pliant and most valuable instruments in our hands.

Especially as respects the Pundit professors of Sanskrit literature.

60. How far this last may be the case with respect to Arabic professors I will not say, as an active fanaticism in their case increases the difficulty, and I am not aware that with them the experiment has ever been fully tried in the mode which I have indicated. But with those of the Sanskrit, which, as affecting by far the largest part of the population, must be deemed the most important, it has been carried out occasionally to a considerable extent, and is now most vigorously and in a most interesting manner in progress under the care of the accomplished principal of the Benares College.

Refers to the efforts of the late Mr. Wilkinson in this matter;

61. The first efforts made in this direction with which I am acquainted, were those of the late Mr. Wilkinson, political agent in Bhopal, a philanthropist of a very high order, who succeeded in the course of a very few years in creating a degree of excitement, inquiry, and mutual intercommunication on scientific subjects amongst the learned Hindoos of Central and Western India, such as they themselves acknowledged had not been known for generations, at the same time that the minds of the most susceptible were becoming greatly liberalised, some of them practically evincing their desire to extend the same spirit amongst their countrymen generally, by the composition of some very commendable vernacular books, almost the first ever issued of a character calculated to be readily understood and appreciated by the mass.

And to the operations now in progress in the Benares College, as tending to raise up a class of really enlightened pundits.

62. But the operations now in progress at Benares, to which I have above alluded, have greatly extended the field which Mr. Wilkinson first opened to view; and while the latter regarded the mathematical and exact sciences as affording the only arena on which we could advantageously employ the weapons furnished by Sanskrit lore, Dr. Ballantine has clearly shown that it may be extended so as to include every branch of mental philosophy; in fact, with the exception, perhaps, of history and geography, and such sciences as are of comparatively recent origin, every subject of inquiry, perhaps, on which the human mind can engage.

engage. What was thought of his labours by the late lamented Lieutenant-governor of the North-Western Provinces, will appear from a reference to the successive educational reports of late years; and the extract which I subjoin as a foot note* shows the opinion formed by an intelligent missionary as to the importance of the results to which they are tending.

Adding, that it seems difficult to conceive how any intelligent student should resist a course of demonstration based on truths which he at once accepts with religious reverence, and leading up to higher ones.

63. It appears to me indeed to be difficult to conceive how it can be otherwise; how a youth led on from truths which have with him all the force of religious sanction, by a series of steps which are capable of certain proof, to yet higher truths, can fail to be convinced and won over to his teachers, and softened thereby, or how he can fail ere long to perceive that the nation which has proved itself superior to his own in the arts of war, in mechanical skill, and in its administrative power, is also its superior in the culture of the intellect, and in moral and physical science, which (strange as it may appear) the great mass of learned Indians at present most assuredly do not admit or believe amongst themselves, whatever the disposition to flattery may lead them to say before us. I might go even farther than this, but it is unnecessary that in this place I should do so.

The exclusion of the learned languages, therefore, from our higher institutions will be regarded by the writer with very great regret, as surrendering the use of a most powerful instrument available for our purpose, and tending further to promote that distinct separation between our pupils and the mass of the people, which has but too great a tendency to develop itself at all times.

64. These important advantages then being in my estimation obtainable from the use of the learned languages of the East, as handmaids in our work, while in a preceding paragraph (54), I have pointed out on the other hand the evils which I think result from any system which may tend to segregate our pupils from the mass of their countrymen, I shall most sincerely regret if the study of these is excluded from the higher order of educational institutions which may be established in the Punjab; and the arguments which I have employed above, it is to be observed, are wholly independent of the consideration, by no means an unimportant one, that even for a correct knowledge of the vernaculars, and still more, for their further improvement and extension, a reference to these is indispensable.

While, however, he would advocate their study only in a really enlightened spirit, and in connexion with other languages and other subjects of a more substantial character;

65. To render their study, however, a source of advantage, indeed to prevent its proving absolutely injurious, it must be conducted in an enlightened spirit; not as though the acquisition of the language were alone the object aimed at, which has been but too generally the case with our Sanskrit classes, and has brought them into contempt, but on a method which shall regard them only as a means of leading to much more important ends; and I would by no means be understood as intending that they should in any respect supersede or exclude any other branch or method of instruction whatever. My anxious wish, on the contrary, would be to see all, as far as may be practicable, mellowed into one uniform whole, each branch and each department aiding and co-operating with all the rest.

Extending, however, the same spirit of forbearance towards popular sentiment to the selection of teachers;

66. And though I would confine the direct communication of the learned languages to our superior seminaries, I would seek to introduce the same spirit of forbearance and recognition into every portion of our system. In a village teacher, even, I should consider it a recommendation rather than otherwise, that he was acquainted with those languages; and I am glad to perceive that this is to a considerable extent

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* Extract from Journal of the Rev. J. Lang, in January 1853, published in the Quarterly Missionary Intelligencer for March 1853:—

"I spent a day in the Government Sanskrit College, and was delighted in seeing the result of Dr. Ballantyne's labours in training up a class of pundits, good English and Oriental scholars. I selected a difficult passage for the senior class, from Lewis's History of Philosophy, which they translated quite fluently into Hindee; as the Hindee terms are derived from the Sanskrit, I understood them, and was pleased beyond measure with the accuracy with which they rendered them. Would that these men were Christians; what valuable agents they would make as translators and preachers! We want more Oriental learning among our missionaries, to give them due weight with the natives. One pundit I saw here has composed more than a dozen books in Hindee."

And again, referring to the examination and distribution of prizes, &c., held before the Lieutenant-Governor, he observes, "Khilluts, or robes of honour, were distributed, among the rest, to Bápâ Dêná (a pupil and protégé of the late Mr. Wilkinson, above mentioned), a noble pundit, for translating various works into Hindee, and as a reward to his efforts for diffusing knowledge among the masses through the vernacular."

extent the case in the schools of the North-Western Provinces, as Mr. Reid, in the 7th para. of his late report, remarks: "Inquiry would doubtless elicit the truth of the hypothesis, that the vernacular dialects are more often grafted on to the study of the dead languages, than the latter are introduced into Hindoo and Oordoo schools. The old pundit, who with a view of keeping up his own importance and character for learning, teaches Sanskrit, is called on by his employers to add thereto the multiplication table and Hindee accounts, &c.

And the preparation of school books.

67. So likewise in the preparation of our school books, I should wish to see the statements supporting our views, which are to be found in their literature, freely adduced; and I would endeavour, in all ways, to lead the people and their teachers to understand and believe what is indeed the fact, that our mental and physical sciences are not so much antagonistic to theirs as advanced beyond them. That in very many matters the views they now propound in the really scientific portion of their works, are the same which our ancestors propounded, and that advancing onwards from them, we have attained to those which we now hold, and are prepared to prove to them.

Further urges that this course is the only one which is really just and generous towards the people;

68. I have in the foregoing argued the matter merely as one of expediency, but my own feeling is, that a spirit of generosity and of strict justice will dictate the same course. Few, perhaps, who have not fully studied the matter, will be able to appreciate the importance of the mode in which we address ourselves to the people, and endeavour to obtain an access to them. But the more it is considered the more important, I believe, will it appear. The professors of learning and ministers of religion amongst the Hindoos are at present very generally in a somewhat painful and critical position. Their income has greatly diminished; the respect of the people for them is becoming less profound and universal; and their first impulse is to denounce and regard with hatred the Government and the people to whom this progressive change is attributable. But the very alarm and uneasiness which this has begun to cause renders them all the more accessible to influences or invitations, pointing out to them a course leading to more cheering results. And if there be any part of India in which this is the case, it is most emphatically so, I think, in the Punjab.

[1]And most likely to secure the wavering inclinations, and calm the fears of their present teachers and spiritual guides.

69. I do not mean to say that the ministers of religion and knowledge in this land generally have begun to distrust their systems; but as respects the Hindoos, all must feel that an important change is taking place, and a very large proportion of the more reflecting, I am satisfied, entertain very serious apprehensions of the result. Shall we then content ourselves with leaving them to their own exclusiveness, ridiculing their absurdities, and remaining indifferent about ascertaining their merits, or shall we endeavour to put them in the way of taking a share with us in leading the national mind? Surely an enlightened government will prefer the latter course, and as surely will that course best secure the approving voice of posterity and the present acknowledgments of a grateful people, not to speak of higher inducements to do that which is in itself most just and charitable.

And should any doubt the practicability of the method proposed, points to the results of the efforts which have been made in a few instances by those competent to the task, as proving the reverse.

70. To those who consider that such results as I have anticipated in the foregoing paragraphs are impossible, and that every effort which has hitherto been made has failed, I would reply that the few enlightened Pundits who have been raised up by philanthropic students of Orientalism among our countrymen proves the contrary, and shows that the mode only in which the attempt has been made is in fault. The most ardent admirers of European knowledge and acquirements whom I have known amongst Hindoos are from amongst this class; and no one who has endeavoured to understand and appreciate the learning of the Hindoos and the character of its professors can, I think, have failed to discover how readily and pliantly the latter, as a general rule, respond to the spirit of forbearance and inquiry thus evinced.

And expresses an earnest hope that the arguments in its favour may be fully considered, when framing a system of education for the Punjab.

71. I have discussed this subject at a length which I fear it may not be deemed by all to deserve; but I regard it as so fundamental a point in laying down any general system of education, that I should not be doing justice to my own feelings on the subject were I to be less explicit and explanatory regarding it; the more so,

so, as I fear there are not many who entirely agree with me; and the study of Sanskrit has, I believe, been formally expelled from the Umritsur College. My convictions on the subject are very earnest, and have not been taken up hastily, having been matured, whether correct or erroneous, during a long series of years; and I do anxiously hope that in laying down a scheme of education for the Punjab they may be fully considered.

Recommends further, as a measure of conciliation, the grant of lands rent free to teachers.

72. Another measure to which I think it would be highly expedient to resort for the same object which I have prominently urged above, viz., that of conciliating the co-operation of the people and their present intellectual guides, is the grant of lands rent free to village teachers. My views on this point, and in regard to measures generally for rendering the office of village teacher popular, were pretty fully stated in a memorandum, of which an extract has been published at page 90 of the Memoir on the Statistics of Indigenous Education, issued under the orders of the Honourable the Lieutenant-Governor, North Western Provinces, and to that extract accordingly, which I annex as an Appendix (No. 1), I would refer.

73. From the documents published with that memoir, it appears that the Honourable the Court of Directors have for the present negatived, as regards the North Western Provinces, the proposition made by the Lieutenant-Governor to allow rent-free grants to teachers. Their objections to it, however, were expressed in modified terms; and as they fully admit that this arrangement would possess many advantages, it will not, I trust, be deemed presumptuous in those who regard the measure as one of great importance again to urge its being taken into consideration.

Observing that the objections usually urged against it cannot have any valid existence, if the department of education be adequately supervised and regulated.

74. The main objection urged by the Honourable Court is, that these grants must have a tendency to become hereditary, and that it would be difficult so to control the holders as to ensure their devoting their energies to the task of education. This objection I have repeatedly heard urged in this country likewise; and it must be admitted, that if our Government were to carry out the measure at all in the spirit of religious and charitable grants as held under former governments, the objection would hold good in all respects. But I would respectfully submit, that in this matter everything must depend upon the general system that may be introduced for controlling and regulating the educational establishments generally; and if these were really effective and vigorous, it appears impossible that the above liability should be realised, and the acknowledged benefits of the system would then remain without any counterbalancing evils.

And states that grants of this character already exist to some extent, which may be made available for this purpose, some at once and some prospectively.

75. The funds arising from this source would at all events form but a portion of the entire amount to be devoted to the purposes of education; but they would in my opinion go further, and be regarded by the people with greater satisfaction than the same amount supplied in any other manner; and if on trial, for which a short time would suffice, it were found that this opinion is not borne out by experience, it could be at any time relinquished without inconvenience. From the abstract which I append to this report (marked No. 2), it will be seen that some charitable grants, and grants to teachers, astrologers, household priests, physicians, and such like, exist in this division, which have been released for the lives of incumbents; and if these should be declared available, as they successively lapse, for educational purposes, I feel strongly impressed with the belief that Government would have no cause to regret having given the experiment at all events a trial.

Proceeds to consider the pecuniary aid required from Government for a general scheme of education.

76. I now proceed to the last division of the subject which I have proposed to consider, viz., the specific measures and arrangements which I would recommend for adoption here, prefacing my remarks with a statement of the pecuniary aid which I have to solicit for the purpose on account of this division; and on this point I would earnestly solicit, in the full assurance that I shall not solicit in vain, the liberal education of Government in behalf of a region peopled by the most energetic and least prejudiced, perhaps, of all the populations of Hindoostan, a region possessing vast capabilities, and of which the progress is likely to be rapid and vigorous, while, as being the advance guard of the empire in its most excitable quarter, it cannot but be watched with keen interest by European as well as by Oriental observers.

And as the people themselves of Jullundhur and Hooshiarpoor each contribute about 1,000 rupees per annum for the instruction of their children.

77. From the abstract of the present outlay on schools, given above in para. 30, it will be observed, that in each of the districts of Jullundhur and Hooshiarpoor, the people themselves supply about 1,000 rupees per mensem for the purposes of education; and although that abstract cannot be regarded as more than a rough approximation, yet I feel fully satisfied that the real amount is by no means less than what I have there represented. For Kangra the amount shown is much less; but in that district, owing to the scattered position of hamlets and dwellings, resulting from its hilly character, I believe domestic instruction to prevail more largely than in other districts, so that the returns probably do not so correctly show the true state of the case.

Recommends that Government add one-half of that amount for each of those districts, to be expended in salaries of teachers, &c., and 350 rupees for Kangra.

78. What I would propose, then, is, that Government allow for the present one-half of the above amount in addition; that is, 500 rupees per mensem for each of the two first-named districts, to be devoted to stipends for the conducting of schools, and 350 rupees in like manner for Kangra, of which the wants are, as yet, somewhat less; of these sums about two-fifths should, I think, be appropriated to schools in villages and towns of the interior, two-fifths to schools at the tuhseels and sudder stations, and the remaining one-fifth to the maintenance of inspectors, whom I regard as most indispensable.

Besides 75 rupees per mensem to each of the first two, and 50 rupees to the last, for contingencies and scholarships.

79. In addition to the above, I propose further, that 75 rupees each per mensem be allowed to Jullundhur and Hooshiarpoor, and 50 rupees to Kangra for contingencies, and for stipends or bursaries to the most meritorious students, as I shall subsequently explain. In the first instance, these sums would be urgently required for the purchase of school furniture, books, and other educational materials, until the taste for these and the inclination to purchase them for themselves shall have spread so as to relieve Government from the charge, as well as for aiding in the erection of the school-houses themselves; and ultimately the whole amount, or as much of it as can be spared, will be most welcome and valuable for the support of the bursaries above alluded to.

With 500 rupees per annum and 400 rupees respectively to the same districts, to be expended in prizes and rewards.

80. And, lastly, I would propose that 500 rupees per annum be allowed to Jullundhur and Hooshiarpoor respectively, and 400 rupees to Kangra, to be laid out in the purchase of prizes and rewards to the most deserving pupils and teachers, these being chiefly in books, which the masters may be authorised and encouraged to dispose of for their own benefit, as suggested by Captain Oldfield. Such an allowance for rewards has been generally granted in the North Western Provinces; and it appears to me to be on every account expedient that a like system be introduced here, as having the very best effect towards stimulating exertion.

Concluding with a general summary of the entire outlay proposed, amounting to 20,000 rupees per annum.

81. The following, then, exhibits in a tabular form the sums solicited, amounting in the aggregate to 20,000 rupees per annum:

DISTRICT.	Salaries of Teachers and Inspectors.		Contingencies and Bursaries.		Rewards and Prizes per Annum.	TOTAL per Annum.
	Per Mensem.	Per Annum.	Per Mensem.	Per Annum.		
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Jullundhur - -	500	6,000	75	900	500	7,400
Hooshiarpoor - -	500	6,000	75	900	500	7,400
Kangra - - -	350	4,200	50	600	400	5,200
TOTAL Mensem -	1,350	- -	200	- -	- -	20,000
TOTAL - - -	- -	- -	- -	- -	- -	
TOTAL Annum -	- -	16,200	- -	2,400	1,400	

Of

73

Of which the sums noted in the margin* are at present paid from the Nuzzool funds. Should rent-free grants be allowed, there would be a deduction from the foregoing. But whether they be so or not, the Appendix, No. 2, above referred to will proximately show to what extent future lapses of grants, heretofore held for purposes of an educational or cognate character, may be expected hereafter to contribute towards meeting the proposed outlay.

82. The mode of applying the above sums, and the constitution and arrangement of the schools to be maintained, have next to be considered; and the latter may perhaps be conveniently divided into four classes: 1. Village schools; 2. Town schools; 3. Tuhseel schools; 4. Station schools. The two former being of a more indigenous character, and left more to themselves than the two latter, which would be essentially Government institutions, and all being subordinate to one or more central colleges, placed in such localities as may be determined on.

Next passes in review the various classes of schools which it is recommended be established, viz.—

83. The experiment of supervising and promoting education in villages and towns has already been so admirably tried in the North Western Provinces, and the advancing experience of each year has been there so steadily maturing and perfecting the details of the scheme, that we have but to follow, in the main, the excellent example there set us; and where schools have been already established in such localities, all that would be required would be to select, through the inspectors, such as might desire Government assistance and afford promise of improvement, agreeing at the same time to place themselves under general supervision, and to employ the books issued under the authority of Government.

1. Schools in villages.
2. Schools in towns.

84. The amount of pecuniary aid to be given to each must be determined by the number of such schools actually existing or progressively created as compared with the funds available. But from 10 to 25 rupees per annum would probably suffice for village schools, and from 50 to 100 rupees for those in towns, saving when of unusual extent, and hence deemed deserving of a larger grant as a special case. The amount I would recommend should be given either in the form of a grant of land or through the Lumburdars, the founders of the school, or the most influential inhabitants, in a half-yearly or yearly payment, with reference to the size of school and amount of grant.

With the nature and amount of pecuniary aid to be afforded them.

85. In the village schools our efforts should be confined, I think, entirely to promoting the teaching of Hindee in the Nagree character, and accounts. In schools in the towns, Oordoo might be added. Where the teachers were competent, to teach Persian, and even Sanskrit, no objection need, I think, be made; but the vernaculars should be regarded as the "*sine quâ non;*" every endeavour, however, being made to refrain from such amount of interference as would be distasteful or discouraging, as urged by me in the extract given in Appendix, No. 1.

86. In the tuhseel schools the masters, who should, I think, in every case comprise teachers of both the current vernaculars, would be *bonâ fide* Government nominees, and their monthly pay should not, I think, be less than from 8 to 15 rupees, increased by such fees or contributions as the parents or people might be disposed to give. Here, in like manner, the vernaculars should be regarded as the first and most indispensable requisite, to which Persian should be added when the Oordoo student had become a proficient in his vernacular, but

3. In tuhseels.

		Rs.
* For Jullundhur	- - - - - - - - - - -	50
For Hooshiarpoor	- - - - - - - - - - -	49
	Total per Mensem - - - -	99
	Or, per Annum - -	Rs. 1,188

but not until then. The masters, if competent, might be allowed to teach even Arabic and Sanskrit to a few of their more accomplished scholars, as they would no doubt desire to do, though these should, I think, form no part of the course subjected to our supervision, for which our machinery would be inadequate.

4. In our civil stations.

87. The station schools should be similar in kind, though superior in degree, to those of the tuhseels; the masters receiving form 15 to 30 or 40 rupees per mensem, with assistants, where the number of pupils should be such as to require it; and a monthly sum should be allowed, of from 10 to 20 rupees, according to circumstances, and the amount of funds available, for menial establishments and contingencies. In these, as in other schools, the two current vernaculars should be made the foundation of all; that is, Oordoo in the Persian character, and Hindee in the Deva Nagree (for any attempt here to perpetuate the Goormookhee, would, I think, be superfluous); and nobody should be allowed to commence Persian until he had gone through the entire course in Oordoo.

88. In these schools, likewise, I would allow of instruction being given in Sanskrit and Arabic to a few scholars, who might wish it, in the event of the masters being competent; but these could not be made a part of the regular course. In like manner, if one or both of the teachers should chance to have learned English, and be competent to some extent to teach it, its introduction need not be objected to, if desired by any of the scholars. But if English tuition were laid down as one of the fixed departments of the schools, this would have the effect of raising the standard of outlay required to an extent which must prejudicially detract from other more important matters; while the result would, I believe, be ordinarily far from satisfactory.

Which, as giving a tone to the entire educational establishments of the district to which they belong, should have much care bestowed on them in the selection of teachers, and otherwise.

89. Much pains should be taken in the selection of the teachers for these schools, as it is to be expected that the character of these will exercise a material influence upon that of all the inferior schools of the district as soon as our educational system shall have been completely organized, and in full operation. In the present state of education in the Punjab, it is to be feared that but few will be found on the spot who are qualified to fill the appointments, or whom it will be desirable to nominate to them; but where such exist, it will I think be expedient to appoint them, in preference to persons from a distance, even though their acquirements should not equal those of the latter. After the lapse of a few years, it may be hoped that our own local institutions will supply all our wants in this respect; but for some time to come, it is undoubtedly to the superior schools and colleges of the North West that we must chiefly look.

And urges that where efficient missionary schools are established, and a second school is not required, Government withdraw from the field.

90. Before leaving the subject of district schools, I would offer a remark on a point, which has frequently forced itself on my observation since I joined this division, though not for the first time, viz., that where effective missionary schools have been or may be established, a Government school should not be set up to be, as it must be more or less, in antagonism with it, excepting in cases where the locality may be one of such importance as to call for the establishment of more than one school, or to admit of sufficient funds being devoted to it to render the institution one of a superior order.

91. Under ordinary circumstances it is, I think, vain to expect that the Government school can compete in efficiency with the mission school, or that its teachers will show that devotedness to their task which usually characterises the teacher who acts under the eye and influence of the missionary; while the establishment of the former tends more or less to embarrass the latter; and for these reasons, not to advert to others of a yet graver character, I would urge that, with the reservation I have indicated, Government in such cases withdraw from the field, leaving it to be occupied by those who have benevolently entered on the task of maintaining a school, and are best fitted for its fulfilment, and at all

all events, whether it do so or not, that it make a half-yearly or yearly grant to the missionary school, where its superintendents may wish to receive it, and it really imparts a good secular education to enable them to increase its efficiency.

And afford pecuniary aid by a yearly grant to the school so established.

92. This course has already been followed by Government in respect to Jainarain's College at Benares, an institution established by a Hindoo, and made over by him to the Church Missionary Society, with all its endowments; and I believe that in another Presidency the principle has been admitted that it is just and right for Government to afford encouragement to secular education, wherever of an effective character, though combined with religious instruction. I would by no means advocate that Government should depart from its strictly secular character, but where really sound instruction in secular matters is imparted, I would encourage it; and it is time, I think, that we should show that the Christian religion will not be discountenanced by us, though abstaining from all attempts as a Government to interfere with the religious persuasion of any.

93. At Jullundhur, as I have already mentioned, a most efficient school has been established by the American Presbyterian Mission, in which not only the vernaculars but English is taught, and with which the Government school can bear no comparison. The inhabitants speak with enthusiasm of the attention and care shown by its excellent superintendent; and although some conversions have taken place, which for a time impaired its progress, the number of its scholars is steadily on the increase, while want of funds alone, I believe, prevents its efficiency from being still further extended. At Kangra, in like manner, a school either has been or is about to be set on foot, as a part of the mission recently established there, and accordingly to both of these I would recommend that yearly grants be made of 500 rupees to the former, and 250 rupees to the latter. At Jullundhur it may be expedient, on general grounds, to establish a Government school likewise, in which case the proposed grant should be reduced. But for the Kangra district any central school established should now, I think, be at Dhurmsalah, so that the mission school at Kangra would be the only school at that place of a class superior to the tuhseel one.

Recommending that 500 rupees be thus granted at Jullundhur, and 200 rupees at Kangra.

94. In addition to the several classes of district schools above described, it will be indispensable that one or more central colleges be established; and although this is not directly a divisional question, yet I think it necessary to refer to it here, as it is to such a college that we must look, not only for our future teachers, but as a means of enabling the more promising youths from each district to attain to the higher branches of knowledge, and as giving a most important stimulus and direction to education in all its stages.

In addition to these district schools, urges the creation of a college.

95. In this college, English and the learned languages of the East should, in my opinion, be taught, under the guidance of European professors; and it is to this institution more particularly that the remarks offered above (paras. 56 to 65) on the use of the learned languages of the East, are intended to apply, though the efforts resulting would be more or less felt by all. I have there said enough in respect to the Sanskrit, in which we must look for guidance and direction to Benares; and I may here observe, in respect to Arabic, that to render it of real utility, we must look for teachers of some enlightenment, whom it is to be hoped the colleges of Agra and Delhie may supply, and with it, the study of the cognate Hebrew would, I believe, be found a very valuable and important auxiliary.

96. With some, it may be a question whether the site of the first of these colleges should be at Umritsur or at Lahore. My own impressions, however, are beyond all question in favour of the latter. There will, I fear, be so much difficulty, in the first instance, in organizing in this quarter a really effective institution of the kind, that I do not think that more than one should be attempted at the outset. But as education extends and begins to bear fruit, others will probably be found desirable or necessary.

To be established preferentially at Lahore.

And the institution of a complete system of scholarships to bind all these together, and extend the benefits of the higher to the lower.

97. To bind all these educational institutions together, to create a stimulus to exertion in all, to infuse some portion of the spirit of the highest into those below it in the scale, and to extend to the latter a participation in the advantages of the former, I would propose that a complete system of scholarships or bursaries be established, to be contended for as prizes, so as to admit of the most promising scholars of each class of schools being transferred to, and supported at the higher, if the parents should desire, and can so arrange it. For pupils selected from village and town schools for transfer to those at the tuhseels, a monthly grant of from one to two rupees to each would probably suffice; for those transferred from the latter to the station schools, from two to five rupees; and from the latter to the college, from 5 to 15 rupees. I think it hardly possible to over-estimate the importance of such an arrangement, and as its advantages appear to me to be patent, I do not think it necessary to enlarge upon them.

But is opposed to the establishment of Government boarding-houses, which some have advocated.

98. It has, I believe, been of late in contemplation in the North Western Provinces to establish boarding-houses, under direct superintendence, for the reception of scholars thus transferred; but I cannot myself join in the recommendation of such a measure. While our schools are but day schools, Government can with propriety, in the opinion of those who advocate a system of Government schools, leave the religious culture of its pupils to be regulated by their parents or guardians; but if it should take under its superintendence the entire charge of the youths, the case would be very materially altered, and the most serious responsibility must then devolve upon it.

Proceeds to urge the appointment of a Visitor-general.

99. After the establishment of schools and colleges, the next most important point to be considered is the mode in which their general supervision shall be provided for; and as being at the foundation of the whole, I trust that a Visitor-general may be allowed for the Punjab, as for the North Western Provinces. Without the creation of this office I shall despair of seeing a thoroughly effective, uniform, and combined system established; and whether the individual selected be covenanted or uncovenanted, he should be one who has evinced an interest in the cause of education, and combines vigour and energy, and a position in society, with some knowledge of the Oriental languages, and a mind of some accomplishment. The experiment has already been so well tested in the North Western Provinces, that as respects salary and rules for guidance, we have but to follow the example which has there been set.

And pergunnah and tuhseel school visitors, as in the North Western Provinces.

100. In like manner, as respects the entire system of pergunnah and district inspectors, and the rules issued for their guidance, we cannot, I believe, do better than avail ourselves of the experience which has there been gained, and in a great measure perfected. The reports of Mr. Reid do not appear to state the salaries given to these; but I would recommend that the pergunnah visitors, whose circuits should correspond with the limits of tuhseels, receive from 15 to 25 rupees per mensem, according to their standing or merits, and the district visitors from 30 to 50 rupees.

To which the addition of a divisional visitor is recommended.

101. To these I would add a divisional visitor, in each commissionership, on a salary of 100 rupees, to be paid proportionally from the funds of the several districts; and all of these, as the foregoing, should, in my opinion, be natives. Although receiving their orders generally from the Visitor-general, they would all necessarily be subordinate to the local authorities, and consult with them in all matters, as these last would likewise be required to do with the Visitor-general in regard to every thing connected with schools, the disbursing of the funds of which would, however, rest with them, as well as the carrying out of all general arrangements determined upon in communication with that officer.

Offers a few remarks on the books to be used.

102. As regards the books to be taught, the Agra Government presses are yearly producing fresh stores of school books in Oordoo and Hindee of the most appropriate and useful description, so that it may be expected that ere long we shall have little or nothing left to desire in this department; while the Persian and Oordoo classics ordinarily in use will be available for the superior students of

of the latter language. For Sanskrit, the progress which is being made by Dr. Balantyne at Benares, in creating a really suitable series of instruction books, is partly indicated in the extracts given from his Report, dated 31st July 1851, which are annexed as an Appendix (No. 3); and for the Arabic, Dr. Sprenger will doubtless be able to indicate the works which would be most appropriate.

And the necessity for allowing much discretion and some delay in completing the entire arrangements that may be determined on.

103. In the foregoing paragraphs, commencing from 91, I have given an outline generally of the arrangements which I would recommend for adoption. Many of them must necessarily be but gradually introduced, even when sanctioned, as the requisite means and appliances will not be at once obtainable, and their completion ought not to be hurried, while a good deal of discretion should, I think, be allowed in each district to modify these according to circumstances. Hence I have not thought it necessary to enter into any minute details, which would, indeed, have swelled to a most inconvenient extent a report which has already become tedious.

And in conclusion, urges the establishment of a local official Gazette.

104. In conclusion, I would observe, that as I have above urged (paras. 50 to 52) that the education of the mass should be our first and chief care, I would yet further urge that to these, the most generally valuable of all education, as being the one which most widely begets habits of manly and independent thought, is that which teaches them to reflect upon their own social polity, and to take an interest and a part in all that concerns the good administration of their homesteads, their villages, and their pergunnahs. For this purpose I have long been of opinion that the establishment of a local official Gazette, on a footing calculated to be both instructive and popular, would have an immense effect in carrying forward the native mind, and enabling it to appreciate the aims of our Government and its officers. But as the subject is one which may best be discussed apart, I have put into the form of an Appendix, which I have marked No. 4, and annexed to this, what I would wish to say in regard to it.

I have, &c.,

(signed) *D. F. Macleod*,

Commissioner and Superintendent,

Trans-Sutlej States.

Commissioner's Office,
Trans-Sutlej States, Camp Dasoha,
17 December 1853.

(True copy.)

(signed) W. J. Raynor, Superintendent.

Appendix, No. 1.

Extract from Report written on the subject of Village Schools in the District of *Benares*, in 1849.

The amount of remuneration received by the teachers is exceedingly small, averaging much below five rupees per mensem; and I do not believe that with all perquisites and payments of every sort the generality of Hindee teachers received so much as 60 rupees a year. The status of the village teacher is therefore a very humble one, though regarded with kindness and some degree of respect. He is not, unless he be a Brahmin or village astrologer, so important a person as the putwarri, whose receipts are for the most part considerably large, and his functions of much more apparent and immediate importance to the body of the people, and his office consequently much more eagerly sought after. It will be found, however, in the interior, that the greater portion of these teachers are from the same class as the putwaries, and related to them, and, as before observed, in not a few cases the putwaries themselves give instruction in their leisure hours.

The aim and object of Government in regard to these institutions are doubtless twofold; first, the increase of their number by direct effort, as well as by stimulating the energies of the people themselves towards their more effective maintenance; and secondly, to raise the character of the instruction afforded in them, or, at all events, in some of them. These objects, though separately stated, must, no doubt, in practice be treated in a great measure as bearing on each other; and however simple they may appear, it will be found that they require much delicacy and tact in their prosecution to avoid altogether changing the relation which these institutions at present hold to the community, a danger which it appears to me should be most carefully watched and guarded against.

I have observed a great tendency on the part of the people, where monthly payments have been made or promised by Government or its functionaries to teachers whom they have heretofore paid themselves, to regard the school as converted into a Government one, and to discontinue their own payments, ceasing also, perhaps, at the same time to feel in it the same kindly interest which they did when managed and supported entirely by themselves; and this may be more or less the case even where they have themselves solicited, and from without, and rejoiced when it has been given—so strong is at present the disposition of the people to fall back upon Government support in all things, with the view to relieving or excusing themselves. Tact and judgment will no doubt enable us to avoid this, but it is nevertheless desirable that the danger be pointed out.

The mode, however, in which it may most effectively be obviated is unquestionably, and I think manifestly, to do all that we may do through them, especially their heads, and to do all in our power to make these feel a pride and a pleasure in advancing such undertakings. In this view of the case, I was early impressed with the belief, that whatever aid Government might give in a direct form, should either be given in the form of a plot of rent-free land, where the zemindar might consent to this (a mode of remunerating village teachers hallowed in the minds of the people by the usages of ages), or be dispensed through the instrumentality of the head of the village, or the principal resident cultivator.

A piece of rent-free land valued at 10 rupees per annum would without doubt give the office of village teacher such a degree of importance and stability as it does not now possess, and so far from being regarded as an interference by the people of the village, would be looked upon as rendering him more completely their own, and this in a manner peculiarly congenial, as being familiar and traditionary with them. Though a remission to this extent must in this case be made to the zemindar, yet if the amount were repaid from the Educational Department, no change in the rent-roll need be involved. If five such grants were made in each pergunnah of Benares, the monthly charge would be 75 rupees, which is not, I believe, more than the sum by which the monthly outlay which Government was at first prepared to grant exceeds that which has been actually incurred; while I am very strongly impressed with the conviction that in no other mode could the same amount be so effectually employed.

Next, as to our employing the heads of the villages as our instruments. I believe it to be almost impossible to over-estimate the importance of the aid which these can render for such purposes where the old zemindars remain in possession, or the village is owned by some one who makes common cause with the inhabitants, and to such villages alone would I at present restrict our efforts to interest these in the measure. I would propose early to send to them, for delivery to the teacher, in the presence of the inhabitants, a small article of dress or other present, valued at about five rupees or less, addressing him for this purpose by perwanah; and when no rent-free grant had been made to the teacher, I would send at the same time, and through the same channel, a yearly present in cash of the same amount as it has been proposed to give in land.

Besides this, in all cases where the zemindar had exerted himself commendably in the matter, I would summon him to the sudder station at the Dusserah, and present him with a turban or siropa, as a token of approval, along with the above perwanah and present for the teacher; and as several might be summoned about the same time, the ceremony should be made as interesting and effective as possible. Even now, if the inspector of schools can point out any zemindars as having particularly exerted themselves in this matter, I believe that,

that, if the Government functionaries would adopt this mode of signifying to them their cognizance and approval, it would be exceedingly gratifying to them, and would prove productive of the best effects.

(True extract.)

(signed) *D. F. McLeod,*
Commissioner and Superintendent,
Trans-Sutlej States.

Appendix, No. 2.

The following is an abstract of the small rent-free holdings which have been released in the Jullundhur and Hooshiarpoor districts, either permanently during the continuance of the object for which they are intended, or (in the ratio of about four to one) for the life of the present incumbent, as taken from the Settlement Officer's returns:

OBJECT OF GRANT.

NAME of DISTRICT.	NAME of PURGUNNAH.	For Support of Public Buildings, Institutions, or Charities.		For Support of Parohits, Padhas, or Teachers.		For Support of Schoolmasters.		For Military Service, &c.		For Chowdries, Punches, &c.		As Personal Charity.		Miscellaneous.	
		Number of Cases.	Quantity of Land in Acres.	Number of Cases.	Quantity of Land in Acres.	Number of Cases.	Quantity of Land in Acres.	Number of Cases.	Quantity of Land in Acres.	Number of Cases.	Quantity of Land in Acres.	Number of Cases.	Quantity of Land in Acres.	Number of Cases.	Quantity of Land in Acres.
Jullundhur - -	Phillor - -	27	283	–	–	–	–	1	4	–	–	–	–	299	2,064
	Jullundhur -	107	1,382	18	281	–	–	1	3	3	20	–	–	355	3,907
	Rahon - -	53	366	3	2	–	–	–	–	–	–	–	–	414	3,423
	Nakodar - -	39	445	–	–	–	–	–	–	–	–	–	–	108	2,006
	Total - -	226	2,416	21	283	–	–	2	7	3	20	–	–	1,176	11,310
Hooshiarpoor -	Garhshankur -	111	474	189	104	9	19	10	444	3	34	303	2,094	119	169
	Hooshiarpoor -	159	928	148	152	4	31	39	494	92	332	670	3,371	373	410
	Hurrianah -	113	433	65	81	18	22	61	517	25	355	605	2,454	84	63
	Una - -	145	1,172	28	57	8	54	51	552	14	112	413	1,889	16	44
	Mukerian - -	78	772	2	11	–	–	–	–	–	–	–	–	603	6,161
	Total - -	606	3,779	432	405	39	126	161	2,007	134	833	1,991	9,808	1,195	6,847
Grand Total - -		832	6,195	453	688	39	126	163	2,014	137	853	1,991	9,808	2,371	18,157
		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.	
Value of Jullundhur grants at average of *Rs.* 2. 2 *a.* per acre - -		5,134 – –		601 6 –		- - -		14 14 –		42 8 –		- - -		24,033 12 –	
Ditto of Hooshiarpoor ditto, at average of *Rs.* 1. 12 *a.* per acre -		6,613 4 –		708 12 –		220 8 –		3,512 4 –		1,457 12 –		17,164 – –		11,982 4 –	
Total Proximate Value - - *Rs.*		11,747 4 –		1,310 2 –		220 8 –		3,527 2 –		1,500 4 –		17,164 – –		36,016 – –	

Of the above, the returns for the entire Jullundhur district and of Mukerian were prepared by Mr. Temple; those of the remainder of Hooshiarpoor by Mr. Melvill, who, it will be observed, has discriminated the various objects of grant in greater detail.

The number of cases in Mukerian has been supplied by the settlement returns only in the aggregate, so that the above distribution of cases for that pergunnah is but proximately accurate; and the same may be said of the valuation of all which has been deduced merely by proximate average of the grants entered in the foregoing as devoted to the support of public buildings, &c. Many contribute to the support of education, as the owners of many temples, dhurmsalahs, &c., teach pupils likewise, especially if they be Mahomedans or Brahmins, as an instance of which I may mention that one-half of the village of Bittal, yielding 250 rupees per annum or upwards, is held in Jullundhur by

the Moulavies of Mianmal, who are considered the chief authorities in that district in educational and controversial matters, and have been the instructors of a considerable portion of the rising generation of those parts.

Besides the grants entered above likewise, which have been released, there are others of a more or less analogous character which have been resumed, or have lapsed; and as an instance of these I annex to this an original petition in English given to me by Devi Chund and Benni Ram, inhabitants of Bangeh, whose father held 50 ghomaoes of land for support of a temple at that place, and who teach Sanscrit to some scholars there.

This case, and the concluding clause of the petition itself, serve to show how these grants might be turned to account. I can testify, from my personal knowledge, to the fact of the petitioners being still engaged in tuition, and very anxious to be enrolled as Government teachers, and I have thought it appropriate therefore to append their petition to this statement, together with a demi-official note regarding them from Mr. Mansel, when late a member of the Board of Administration.

(signed) *D. F. M'Leod,*
Commissioner and Superintendent.

APPENDIX, No. 3.

EXTRACT from a REPORT [illegible] *James Ballantyne*, LL.D., Principal of Benares College, dated 31st July 1851.

"To smooth the entrance to the grammar, I have prepared, with the aid of Mr. Hall, a series of first lessons in Sanscrit, on the method of Ollendorff, each sheet, as it was printed, being supplied to the classes. By such means we aim at rendering Sanscrit, with all its fine capabilities, as a disciplinal study--no longer a thing here attainable only at the expense of a lifetime; and it is thus that we aim further at making the English and Sanscrit departments of the college understand each other on subjects in regard to which hitherto the students of the two departments, though speaking the same vernacular, could as little understand each other as the inhabitants of separate planets, with separate natural laws. The reader, unacquainted with the facts, may find it difficult to conceive this; I give him my word for it."

"Another standard work, the treatise on literary criticism, entitled the Sahitya Darpana, has been selected as a portion of the course of Sanscrit study designed for the English department. The printing of this work, with translation, as the subject seemed likely to interest European scholars, has been undertaken by the Asiatic Society, and the first fasciculus is now published, as a portion of the Bibliotheca Indica. I trust that in due time the whole of the course of study pursued in the Sanscrit department will become by such means opened to the pupils of the English department, and I am not without hopes that when this shall be the case, a collateral result will be the removal (from the minds of those competent to judge) of a considerable amount of misconception at present existing in regard to the nature and value of a Sanscrit education."

After enumerating the divisions under which all branches of knowledge may be classed, and their connexion and mutual bearing on one another, according to the ideas of Pundits, as developed in the Nyaya system, he proceeds to observe:—

"Assuming that this enumeration includes the topics of a complete liberal education, I am desirous that the whole digest, of which the synopsis seeks to indicate the starting points, shall be prepared in the first instance with reference, as close as may be, to one of the systems of the universe already current among and accepted by the Hindus. In explanation of this, I would beg the reader's attention to the two facts, that a mind can be taught only by means of the knowledge that is already in it, and that a piece of knowledge in any mind, more especially in a mind unfavourably prepossessed, is an obstacle to the reception of any system which, by neglecting to recognise, appears to deny the truth of that piece of knowledge. Whatever in the Hindee systems is a portion of the adamantine truth itself will only serve to baffle our efforts, if in ignorant impatience we attempt to sweep it away, along with the rubbish that has encrusted it.

"When the Hindoos have only halted at a stage short of that which we ourselves have reached, we should rejoice in being able to present to them our superior knowledge, as the legitimate development of what is true in their views, and not in the shape of a contradiction to anything that is erroneous. It is with such aims that I have made use of the Nyaya system as the framework of the following synopsis.

"Now it happens that the Nyaya philosophy, though furnishing a framework for an encyclopedic body of doctrine, has in practice confined itself very much to the topics of logic and metaphysics, to the neglect of the topics of physical science. This defect it appeared desirable to remedy in the first instance, and accordingly my second book, after a concise account of the senses, in regard to which some erroneous opinions of the Hindoos are there corrected, proceeds to treat of matter, or that the qualities of which furnish the objects of the senses. This leads to Astronomy, Geography, &c. These sciences are here treated very briefly, because, as I intend the synopsis to be employed by the Nyaya professor, and to furnish for his pupils a comprehensive view of the relations of all the principal sciences to the philosophical system of the Nyaya, the main design would be observed if each topic were treated much more fully." "For the use of the other classes respectively, I intend that each of the sections

sections in the synopsis on Geography, Chemistry, Mechanics, &c., shall form the starting points of more expanded treatises. The completion of these would require such resources as those of the College of Translations, which Mr. B. H. Hodgson has designed, and which I shall not despair of seeing established."

(True extract.)

(signed) *D. F. M'Leod*,
Commissioner and Superintendent.

Appendix, No. 4.

Remarks on the Establishment of a local Official Gazette in the Vernacular in each Division, as an adjunct to village schools, and other endeavours to infuse a spirit of inquiry and intelligence amongst the mass of Population.

Those who have carefully studied the character and progress of British rule in India, taking their conclusions from the actual details of every-day life, the operations of our courts, and the sentiments of the people, must I think have come to the conclusion that one of the greatest difficulties, if not the greatest, with which we have had and still have to struggle in our aims after improvement, consists in the absence of anything like a wholesome and intelligent public opinion.

2. The intellectual superiority of the British, the difference of their social habits from those of the country, and the novelty in some respects of the systems introduced by them, all tend to keep the people aloof, and make them think and feel that beyond the immediate affairs of each individual household, and but partially even as respects these, they have no voice or discretion; while the finding them uncongenial, and in some respects impracticable, obliges the British officer, for the most part, to rely entirely on his thanahdars, tuhseeldars, and other heads of establishments, and regard the opinions of the people as practically of little or no account.

3. Even here in the Punjab, where we have been brought into contact with a fine manly population, heretofore accustomed to manage their own village or municipal affairs, the gradual conversion of these into a race unwilling or unable to adjust amongst themselves even their social concerns, is I think becoming apparent; an increasing tendency to bring everything to the bar of our courts, and to hold aloof from all responsibility that can be avoided, begins to show itself; and the tendency appears to me to prevail to an injurious extent to leave all to the public establishments, and to look for guidance and support from those who have made themselves conversant with the practice and precincts of our mofusil and sudder kutcherries.

4. Very great difficulty is at the same time experienced in conveying to the mass any information which it may be desirable to communicate; no method of issuing proclamations hitherto adopted appears to be effective for this purpose, save in regard to matters respecting which the public generally may be already excited, and even then but partially so. There is an absence of all spirit of inquiry and intelligent apprehension of the aims of Government, which causes all such to be communicated negligently, and received with indifference; and an ignorance of rules and regulations is the excuse almost invariably pleaded on every occasion of animadversion.

5. To remove these drawbacks, to create a channel by which the Government might make known its wishes and intentions in a really intelligible form to the great body of the agricultural population and inhabitants of towns, to raise a spirit of inquiry regarding matters of detail affecting their interests, and to enable them to perceive that it is the wish of Government to learn their wants, and to consult and promote their well-being, it has long appeared to me that an official Gazette, issued at intervals in the vernacular, would, if well conducted, be a very effective instrument.

6. Such a Gazette should contain not only Government orders, and all those of the local officers having a general bearing, and all nominations and removals of village, as well as Government functionaries, of the districts to which it extended, but occasional papers communicating instruction upon subjects of interest and importance, mention of cases and decisions of a character likely to attract attention and inquiry, and commendation of individuals of the community who may have earned a title to it.

7. Something of this kind has no doubt been intended by the Hindee Gazette issued by the Government of the North Western Provinces, but it is not of a character sufficiently popular or local to penetrate the mass, or gain their attention, if we would obtain a hearing from them. We must deal with topics with which they are more or less familiar, or, at all events, which may be readily apprehended by them, and endeavour to treat them in such a mode as they are likely to appreciate.

8. As a principal object of the publication would be to disseminate the orders of Government and of the local authorities, it should, I think, be obligatory on every head of a village to receive the Gazette, and pay for it out of the allowances granted him for village expenses. If issued once a month for an entire division, and in the cheapest possible form, it should not cost more than from one to two rupees per annum, which is no more than the zemeendars of Hooshiarpoor have voluntarily contributed for the support of schools, and not

not more than it appears to me might fairly be required from them, with reference to the mportance of the object in view. In the case of very small villages, two or more might be iassociated for the purpose.

9. In the accompanying report I have proposed that a native divisional inspector of schools should be appointed to each commissionership, and to him I would propose to entrust the task of editing the Gazette, for which he ought to be a person well qualified. All connected with his own immediate department, calculated as it is to have so important an influence upon the advancement of the people, he would be in the very best position for illustrating; and district officers might be required to communicate to him cases, or orders, occurrences, or intelligence of importance or of interest, which, with the approval of the commissioner, might be selected from, abstracted, or published *in extenso*, as might seem expedient.

10. In the jail at Umritsur a lithographic press has already been established by the energy of Mr. Saunders, which could readily strike off the Gazettes of all adjoining divisions as well as its own, and should the establishment of additional ones be deemed desirable, this could be readily effected, without causing any expense to Government, if the arrangement which I have proposed should be sanctioned.

11. Many persons, I am aware, consider that there is danger in exciting inquiry amongst the people; I cannot participate in this sentiment; and I cannot think it worthy of a race which, above all others on the face of the globe, prides itself, and justly, on its republican tendencies, purposely to keep a nation whom Providence has entrusted to its care in a state of perpetual pupilage; and I feel well assured, moreover, that in a well-tutored, intelligent, self-relying yeomanry, as contradistinguished from the feudal aristocracies who have heretofore ruled most parts of India, we should find the best and surest stay of our rule.

12. I look forward anxiously to the time when we shall be able to make use of these, to relieve us of much of detail which is at present thrown upon functionaries of our selection, much less competent appropriately to dispose of it; when we shall be able to supply them with a constitutional and authorised mode of making their sentiments and their wishes known, and of bringing these to bear alike upon the conduct of our functionaries whom we are at present so little able effectually to control, and upon our own jurisprudence and procedure which so often prove inappropriate, and even oppressive, when best intended.

13. The reply to any proposition having these objects in view is invariably, at present, that the people are unfitted for anything of the kind, and it appears to me that under our rule that unfitness has hitherto tended to increase rather than diminish. Unless an effort be made to qualify them, the same objection will continue to be used probably for generations to come, and it is time, I think, a beginning were made in some shape or other.

14. Education has no doubt done, and is doing, much to advance the higher orders, and since the establishment of village schools the leaven has doubtless begun to work amongst the humbler orders; but, as far as my own experience has extended, if we go into their interior economy, we shall almost everywhere find that the general sentiment amongst social circles, or in the body politic, is nearly powerless to check vice, immorality, or the breach of what amongst them is considered to be improper; almost all is regulated by the standard of our courts; and those obtain most power and influence who are adepts in their intrigues; all this being more over more and more the case the longer they have been subjected to our rule.

15. The creation of offices of superior importance and emoluments to which natives are eligible has also, no doubt, been a move in the right direction. But this is, in my view of the matter, a trimming only of the upper branches, not going to the root; such offices have but little effect upon the mass; and it may be a question whether, with many of their incumbents, the predominating feeling is so much one of satisfaction as of conviction, that under another Government they would have enjoyed yet greater power and importance; while if a thorough understanding could be mutually established between us and our agricultural, manufacturing, and mercantile population, I feel convinced these could not but feel that they were under a Government eminently congenial to them, and calculated and anxious to promote their best interests.

16. To the want of such an understanding I believe that almost all our difficulties and our defects may be traced; and how greatly the course of improvement would be facilitated and promoted, if such could be established, must, as it seems to me, be sufficiently apparent.

(signed) *D. F. M'Leod,*
Commissioner and Superintendent.

(True copies.)
(signed) W. J. Raynor,
Superintendent.

(True copies.)
(signed) P. Melvill,
Secretary to the Chief Commissioner.

MINUTE by the Most Noble the Governor-General, dated the 6th June 1854.

1. THE letter of the Chief Commissioner conveys his sentiments respecting the introduction of a system of vernacular education in the Punjab, which was suggested some months ago by the Government of India.

Education in the Punjab. Chief Commissioner, 19th May 1854.

The letter and the reports by Mr. Montgomery and Mr. Macleod which it encloses, are of the deepest interest and of high value. They are most encouraging as to the probability of the success which may be anticipated for the scheme; and they give good ground for hope that it may hereafter be extended and enlarged by educational institutions of various kinds and of the highest character.

2. The Judicial Commissioner and Mr. Macleod would at once introduce vernacular education into the Punjab on substantially the same system as that which has been maintained experimentally in the North Western Provinces for some years, and which is now to be made general there. They propose to establish, in only three divisions to have four normal schools, to give the teachers rent-free lands, and to found a college at Lahore for the pursuit of the higher branches of Oriental learning and of European knowledge.

3. The Chief Commissioner, concurring in their approval of a system of vernacular education, would introduce it throughout the Punjab at once. He objects to the payment of teachers by rent-free lands, and he discountenances for the present the institution of a college at Lahore.

4. The cost of a complete system of education as proposed by the Judicial Commissioner would be about 65,000 rupees a year.

5. The Government is required to decide upon the scheme which it will adopt and recommend to the Court of Directors.

6. All are agreed that the system of vernacular education by means of tehseeldaree schools, with pergunnah and district visitors, and with a Visitor-general to direct the whole, upon the plan which has been so successfully adopted in the North Western Provinces, is perfectly well adapted for the Punjab. All agree that there is in that province an eager appetite for instruction, and that the schools will not only be resorted to, but will exercise the best effect upon the character of the people. The introduction, then, of these schools as the basis of the system may be resolved upon at once.

7. I concur with the Chief Commissioner in thinking that there is no reason why the system should be limited to three districts. There is no necessity for further experimental measures; and I would propose to establish the educational system throughout the Punjab generally as immediately as the means of doing so may be obtained. The aggregate expense, as the Chief Commissioner has shown, would be little increased thereby.

8. All are united in recommending the establishment of a certain number of normal schools. This also should be adopted as a part of the original plan.

9. The appointment of a Visitor-general must be regarded as an essential part of the scheme, with respect to the class from which he is to be drawn. I would advise that no limitation in this respect should be set to the choice of the local Government. The best man that can be found likely to devote himself to the duties of the office for a long time to come should be selected by the Chief Commissioner, without any reference to the question whether he be uncovenanted or civilian, whether he wear a red coat or a brown one.

10. The institution of a college at Lahore at the present time is perhaps unnecessary. But the foundation of a college at that capital, similar to the colleges already founded at Benares, at Agra, and Delhi, should certainly form a substantial part of the educational scheme for the Punjab; and I hope that it may be postponed only for a short period.

11. I have no sufficiently intimate knowledge of the native character, and of the past operation of our system of education among the people of India, to justify my attempting to give an authoritative opinion upon, or even to enter into

the

the discussion of the question which Mr. Macleod has raised, as to the particular mode of instruction best calculated to make early and effectual impression on the minds of educated natives, and most likely to give their full value to collegiate institutions of a higher order, such as it has been proposed to establish hereafter at Lahore.

The subject, I believe, has already been much considered, and it will no doubt receive a further measure of attention when the time shall come for completing our educational system in the Punjab by the institution of a college in the city of Lahore.

12. Mr. Macleod has noticed another point which seems to me at this day to be one of great practical importance, and on which I entirely share his views. In paras. 90, 91, 92 of his memorandum, he urges not merely the inexpediency of establishing Government schools in competition with schools founded by missionaries of the different societies, but the strong expediency of supporting missionary schools by public money when they really impart a good secular education, and of increasing their efficiency by grants in aid.

"This course," Mr. Macleod proceeds to say, "this course has already been followed by Government in respect to Jainarain's College at Benares, an institution established by a Hindoo, and made over by him to the Church Missionary Society, with all its endowments. And I believe that in another Presidency the principle has been admitted, that it is just and right for Government to afford encouragement to secular education wherever of an effective character, though combined with religious instruction. I would by no means advocate that Government should depart from its strictly secular character; but where really sound instruction in secular matters is imparted, I would encourage it; and it is time, I think, that we should show that the Christian religion will not be discountenanced by us, though abstaining from all attempts as a Government to interfere with the religious persuasion of any."

13. During my administration here, I have carefully followed the traditional policy which has been handed down to the Government of India for its observance in all matters into which there enters a religious element. But I am of opinion, that for these days we carry the principle of neutrality too far; that, even in a political point of view, we err in ignoring so completely as we do the agency of ministers of our own true faith in extending education among the people; and that the time has now come when grants of money in aid of secular education, carried on in schools established and conducted by Christian missionaries, might be made by the Government without any risk of giving rise to those evils which a recognition of such agency has hitherto been thought likely to create, and with the certainty of producing an immense and an immediate effect in the extension of sound secular education throughout the masses of the population in India.

I sincerely trust that the Honourable Court of Directors, when they reply to the reference which must now be made to them, may see fit to recognise the principle I have now advocated, and may be pleased to authorise the Government of India to act upon it in the exercise of a sound discretion.

14. I beg to suggest that these very interesting papers relating to a subject of the deepest importance should be transmitted to the Honourable Court by the earliest opportunity.

Reserving details for future consideration, the Government should solicit the sanction of the Honourable Court to the introduction of the proposed system of vernacular education into the Punjab, including prospectively the foundation of a college at Lahore.

I conceive that it would be inexpedient to specify any particular sum as the probable cost of the schools; and that it will be better, as suggested by the Chief Commissioner, to ask permission to expend upon education in the Punjab funds not exceeding a lakh a year.

The sum may be large in itself, but it is a very trifle in relation to the object to be gained by it, and in comparison with the rich results it will one day produce.

If India were poor, and were every day becoming poorer, it would still be our duty and our interest to incur this charge. But India is rich, and is every year becoming richer, wherefore I feel confident that the Honourable Court will not hesitate

hesitate for a moment in giving its sanction to the charge which is necessary for the establishment of an effective system of vernacular education throughout the Punjab.

6 June 1854. (signed) *Dalhousie.*

MINUTE by the Honourable *J. Dorin*; dated 13 June 1854.

I WILL merely say, generally, that I think the Honourable Court should be urged most strongly to sanction the introduction of a system of vernacular education in the Punjab, at a cost not exceeding at present one lac of rupees a year.

(signed) *J. Dorin.*

MINUTE by Major-General the Honourable *J. Low*; dated 14 June 1854.

THE foregoing remark by the Honourable Mr. Dorin contains precisely the suggestion that I wish to make on this occasion.

(signed) *J. Low.*

MINUTE by the Honourable *J. P. Grant*; dated 12 October 1854.

Education in the Punjab.

IT will not be supposed, I hope, that I have delayed this question because of any difficulty I felt in joining in the recommendation to the Honourable Court of the grant of a lac of rupees a year for the establishment of vernacular education in the Punjab. That recommendation has my most cordial concurrence.

I agree also in recognising the wisdom of the officers in the Punjab, whose reports are before us, in proposing to adopt, *simpliciter*, the system of vernacular education introduced by Mr. Thomason into the North Western Provinces. That system was well considered, and carefully adapted to actual circumstances; accordingly, it has been perfectly successful. It does not pretend to do anywhere what cannot be done everywhere. It does not undertake to establish a Government school in every village, but it provides for the progressive improvement of all the existing village schools; whilst it affords to every pergunnah a school much superior to all previously existing schools, and capable of improvement indefinitely; a great good in itself, and infinitely valuable as a field of experiment, and a local model. The system, like every other good system, is capable of improvement as the result of experience; but in the commencement, I am convinced that any deviation from this type, whether in Bengal or in the Punjab, will be a step towards failure.

Turning from purely vernacular education—the only education which in any reasonable view immediately affects the mass of the people—to English education (or rather English and vernacular education), I agree in thinking that the establishment of a college at Lahore must be postponed for the present, though it should be had in view from the first as an essential part of the ultimate scheme of education in the Punjab. I am of opinion, however, that an English school might very properly be founded at Lahore forthwith, commencing upon the model of a Bengal zillah school, to be gradually enlarged and raised to a higher standard hereafter.

I agree also in thinking that we ought not to select for the positions of our English schools places which are already provided from private funds with adequate and proper schools, of which all classes are ready to avail themselves.

The following are the circumstances which have caused me to keep the present papers before me so long.

My difficulty arose from that part of the minute of the Most Noble the Governor-General, in which it is proposed, as suggested by Mr. Macleod, to support missionary schools by public money where they impart a good secular education, and to increase the efficiency of such schools by grants in aid. The Governor-General admits that this proposal is in violation of the traditional policy handed down to the Government of India for its observance in all matters into which there enters a religious element. Now, the originators of this traditional policy were the founders of no less a work than the British empire

empire in India; and of all the parts of the work they founded, that in which their success has been most striking is that in which the religious element is concerned. This proposal was also in violation of an unbroken chain of express orders issued by a long succession of Home Governments. Apart from such considerations, the question in itself appeared, as it still appears, to me momentous; and feeling upon it as strongly as I did, I thought that I ought not, when it was thus opened by the Governor-General, to abstain from recording my opinion upon it, after as careful and impartial a review of it as I could give to such a question; although I was aware that, being so unfortunate as to differ from his Lordship's opinion upon it, I should not be able to put my views upon paper in a manner becoming the occasion, without occupying much time that I should find it difficult to afford from other pressing business.

The subject was one on which I have reflected and observed much ever since I have been in India; and it was one on which I had already been called upon to give an official opinion before I saw the present papers. Before this grave question was raised in the Government of India by the Governor-General's Minute, the same measure had been proposed, in connexion with vernacular education in Bengal, in the Council of Education by Mr. Halliday, who, before his elevation to the office of Lieutenant-Governor, was a member of that body, to which also I belong. I had then expressed an opinion strongly against the proposal; and subsequently, I have placed that opinion, in writing, upon the records of the Council of Education, but in such a form as gave me no help in the task I then thought myself bound to undertake in this place. For several weeks after these papers reached me, I was much engaged in very heavy business connected with the lately opened legislative council. Then it was reported that this measure of grants in aid, to which I was so strongly opposed, had been definitively adopted by the Home Government; and two months or more ago this report was confirmed by the appearance in the Friend of India Newspaper of what was announced to be (as it has since been found really to have been) a full and precise abstract of a despatch then on its way out. If the question had been really decided at home, it was plainly needless to spend time upon an argument about it here; and although I could not put forward a paragraph in the Friend of India Newspaper as a justification for abandoning my task, the statement therein made seemed sufficiently probable to afford a fair reason for postponing the question for a few weeks. The Education Despatch alluded to has now arrived in the shape in which it was foretold; and the question of grants in aid is now a question determined by the highest authority.

This determination, which it will be now the duty of every one concerned to carry fairly into execution to the best of his ability, whatever his own opinion may be upon the subject, makes, as I have said, any regular argument on the general question no longer fitting. It must, I assume, be now accepted as a settled point, that grants of money payable out of the proceeds of the taxes in India in aid of schools, affording (amongst other things) secular education, but forming part of religious missions, is not a departure from that system of religious neutrality which it is still maintained must continue to be one of our principles of government in India.

Taking the principle of making grants in aid to institutions of all sorts affording secular education as determined, it still remains to be determined how the principle is to be carried into execution.

I believe that it will be found a matter of infinite difficulty for the Indian Governments so to distribute and regulate grants in aid to mission schools as not to offend, even in appearance (and here the appearance of the thing is of the essence of the political question), against the still recognised principle of religious neutrality; for one of the acknowledged objects, and the greatest object, of mission schools is proselytism. If private persons spend their own money in endeavouring by legitimate means to convert people of other religious persuasions to their own religious persuasions, the people of India are not so intolerant as to question the right of such persons so to spend their money, or so bigoted as to take offence at their doing so. In this way, quietly, safely, and surely, much good has been done, and much good is now doing, by private benevolence. And in this way, if no error of policy be committed which shall change the course of native feeling on the subject, there seems to me reason to expect that, under Providence, the good that may eventually be done quietly, safely,

safely, and surely, will be infinite. But the case would be different if the public taxes which are paid by, and are held in trust for the use of the people of India, were, or were believed by the people of India to be, appropriated in aid of such endeavours at conversion. We have only to imagine the same policy adopted at home, to become sensible of what the feelings of Mahomedans and Hindoos under such policy would be in India. How, for example, would the Scotch feel, and how would they be likely to act, if Scotch taxes were spent upon propaganda missions in Scotland? I am firmly persuaded that unless in practice it be so contrived that all breach, and all appearance of breach, of religious neutrality can be avoided, a blow will be struck at our power in India, which in the course of time may prove fatal.

I am myself satisfied that any given sum of [illegible]ic money expended by Government immediately in its own educational e[illegible]lishments under its own direction, may be made to yield better fruit in the way of secular education than the same money expended through any private society; and I think that this is sufficiently proved by the acknowledged fact that the Government colleges, imperfect as they still are, give by far the highest education obtainable in India; but however that may be, it will be a necessary, though a very difficult duty, in distributing grants-in-aid, to make sure that they shall be spent as fruitfully as the same money would be spent if given to a Government institution in the actual state of things.

I fear that it will not be possible, by any precaution that can be taken, practically and permanently to prevent whatever sums of public money are given to irresponsible private institutions, in order to increase their power of giving secular education, from being in reality the cause of diverting to other objects at least an equivalent sum that otherwise would have been devoted to this object by private benevolence. Nor do I see how it will be possible, even with the best intentions, and the most indefatigable endeavours, so to regulate our grants and our refusals of aid as to escape charges of favouritism, which, however unjust, will be very generally credited, or to avoid giving deep offence, at one time or another, to all parties. But regarding these disadvantages as inherent in the system, and therefore unavoidable by any rules of detail, I abstain from remarking upon them.

So many dangers and evils seem to threaten us, on our abandonment of the known and plain course of absolute disconnection with all proselytising institutions, that I trust that those even who think that such abandonment is proper, will admit that we must walk with infinite caution in the untried and difficult path we are about to enter.

(signed) *J. P. Grant.*

12 October 1854.

MINUTE by the Most Noble the Governor-General; dated the 30th December 1854.

Home Cons. 26th January 1855. No. 149.

Education in India.

I HAVE now the honour of submitting, for the consideration of the Council, the measures which seem best calculated to give effect to the views of the Honourable Court regarding education in India, which were conveyed to us in their despatch of July last.

2. The despatch itself contains so complete an exposition of the wishes and intentions of the Honourable Court, it lays down so clearly the principles by which the Government of India is henceforth to be guided in regard to education, and it indicates so plainly the general form of the system by which the instruction of the natives of this country is to be carried on, that it is quite unnecessary for me to enter upon any general remarks on the great subject of education in these eastern lands. I shall confine myself entirely to the consideration of the practical measures which should now be taken in execution of the instructions of the Honourable Court.

3. In the determination of these measures I have sought the assistance of those who, eminent in their public position and specially experienced in educatio[illegible] matters, were best qualified to advise and guide me. The Honou[illegible]e Lieutenant-governor of Bengal, my honourable colleague, Mr. Grant,

Mr. Grant, and Sir J. Colvile, the President of the Council of Education, have been so good as to lend me their aid. Some time since they drew up a paper containing their sentiments as to the best mode of carrying into effect the Honourable Court's directions for the extension of education in various parts of India. I have again to express the ever-recurring regret, that of late the constant and unusual pressure of current business, which would not bear postponement, has rendered it impossible for me to dispose of the large general question of education, so soon as it was my anxious wish to do.

4. I shall best acknowledge the valuable aid which I have received from my honourable friends by giving their proposals and suggestions in their own words, adding under ea[illegible] head the few observations which, after full consideration, I feel it neces[illegible] to offer.

"The Education Desp[illegible] of the 19th of last July divides its subject generally under three principal heads, and it may be most convenient to follow that distribution. These heads are—

"1. Machinery for managing the Department.

"2. Establishment of Universities.

"3. Grants-in-aid.

"With regard to the first of these, it will be observed that the despatch treats the organisation of the new machinery as a matter which should be immediately dealt with, and independently of the other subjects. To save time the Court have actually authorised the Governments of Madras and Bombay to make provisional arrangements, which those Governments are to report to the Government of India for approval and sanction; and the despatch leaves it to the Governor-General in Council to take similar measures for Bengal and Agra, and for the non-regulation provinces.*

* Para. 20.

"Apparently then the first practical step to be taken with regard to this despatch is to give authority to the Governments of Bengal and the North Western Provinces to appoint severally an officer to superintend the department of education, and a sufficient staff of inspectors and clerks.

"Of the superintending officers it is observed in the despatch, that it may, perhaps, be advisable that they, as well as some of the inspectors, should, in the first instance, be members of the civil service, though not to be considered as necessarily so to the exclusion of more fit persons, European or native. It is also suggested that their remuneration should be such as publicly to recognise the importance of their duties.†

† Para. 21.

"The salaries of these officers, and the number of them to be employed, having been left by the Court to the present discretion of the Governments of Madras and Bombay, a like discretion might be given to the other Governments. But it may be expedient to define the limits within which the discretion is to be exercised. Perhaps the Governments of Bengal and the North Western Provinces might be instructed to appoint respectively a head of the department, on a salary not exceeding 3,000 rupees a month, according to the standing of the officer selected; and it might be well to allow of a gradual increase to the salary of the officer appointed, if it be fixed, in the first instance, at a less sum than 3,000 rupees a month, until it reach that limit, so as to retain, if desirable, the services of a competent officer for a considerable time. Perhaps, also, a limit of four inspectors might be laid down for Bengal and its non-regulation provinces, on salaries varying from 500 rupees to 1,500 rupees a month, and of two such inspectors for the North Western Provinces, on salaries of 800 to 1,200 rupees a month. The necessary establishment of clerks and other officers must, in the first instance, be left to the determination of the local Governments.

"It is only necessary to add on this head, that upon the vigilance and efficiency of the inspectors will depend, in a great measure, not only the well doing of the Government schools,‡ but also of the colleges and schools to be affiliated to the universities,§ and the success or failure of the system of grants-in-aid.||"

‡ Paras. 18, 19.
§ Para. 38.
|| Paras. 53. 56. 60, 61.

5. In these recommendations regarding the machinery for managing the educational department I fully concur.

6. I think that in each Governorship and Lieutenant-governors[illegible]n officer should be appointed who should be termed the director of pu[illegible]uction, [illegible]ose

whose duty it should be to superintend the department of education; and whose office should be placed upon the footing, and should be endowed with the salary proposed in the preceding paras. In like manner, the number and the salaries of the inspectors suggested seem appropriate and sufficient for Bengal and the North Western Provinces.

7. It will obviously be necessary to appoint a separate officer for the superintendence of education throughout the Punjab, in accordance with the recorded recommendation of the Chief Commissioner. Inspectors should also be appointed in that province, the number required having first been ascertained from the local Government.

8. The other non-regulation provinces under the direct administration of the Government of India, namely, Mysore, Pegu, Nagpore, and the assigned districts of Hyderabad, are generally such recent acquisitions, that the administration has hardly as yet been sufficiently organised to admit of an educational department being created within them. The Commissioners of Pegu and Nagpore, and the Resident at Hyderabad should, however, be immediately consulted as to the steps which they would recommend the Government to take respecting education within their several jurisdictions.

9. Mysore would probably be most conveniently managed in educational matters as a part of the system which may be established at Madras; the functionary, by whom the system shall be executed in Mysore, corresponding direct with the Supreme Government. Upon this point the Commissioner of Mysore should be consulted.

10. The Government of the Straits Settlements will also require that some provision should be made for it. Those settlements are so inconsiderable in territorial extent, that it is doubtful to my mind whether a separate officer, solely for the superintendence of education, can be required within them. A reference should at once be made to the Straits Government upon this head.

11. It remains for me to advert to the two minor Presidencies.

12. The Government of Bombay has not, as yet, submitted any scheme. I conceive, however, that the measure proposed for Bengal and for the North Western Provinces, would be perfectly applicable to Bombay. That Government should, therefore, be addressed, and should be authorised to organise its arrangements, and to make the necessary appointments.

13. The Government of Madras has submitted a scheme of its own. It proposes, "not as the permanent establishment," but only as the agency, which will be "necessary for initiating their proceedings," the appointment of a Secretary to Government in the Educational Department on a salary of 3,333 rupees per mensem; of an Under Secretary for the same department on 1,350 rupees per mensem; of six inspectors, on 1,200 rupees per mensem each, and other minor officers. The Government of Madras supports these large proposals by a reference to the words of the Honourable Court, that, "in any case, the scale of their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform." Fully bearing in mind these sentiments of the Honourable Court, and entirely assenting to the principle they involve, I yet think that the establishment proposed is both unduly extensive and unnecessarily costly. I think that the creation of a Secretary to the Government in the Educational Department is uncalled for and inexpedient, and that in Madras, as elsewhere, the department will be managed with thorough efficiency by a Director of Public Instruction, as suggested in the 6th para. of this Minute; and further, that the salary proposed is sufficient to command the services of the men best qualified for the duty.

Having regard, also, to the limited number of educational establishments in the Presidency of Madras, the number of inspectors proposed seems large. Whatever number of inspectors may be sanctioned, their salaries, I think, should vary from 800 to 1,200 rupees, as proposed for the North Western Provinces.

"The next practical step to be taken, in the order observed in the despatch, relates to the establishment of universities.

72.

"Here

"Here, however, occurs something like an ambiguity in the despatch which may require to be cleared up."

"The general impression which the whole tenor of the despatch is calculated to leave on the mind on a first perusal is, that it is intended to convey to the Government instructions upon particular and general measures and principles which the Government is, without further reference home, empowered and expected to carry into immediate effect. The despatch sets out by a declaration that the Home Authorities, after ample past experience, and present advice and information, are now in a position to decide upon 'the mode in which the assistance of Government should be afforded to the more extended and systematic promotion of general education in India, and on the measures which should at once be adopted to that end.'* At a subsequent place, the universities are alluded to as 'a most important part of our present plan.'† The immediate appointment of inspectors is insisted upon as necessary to the development of the new system,‡ while an important part of the duties of the inspectors is stated to be their periodically visiting the institutions affiliated to the universities.§ Again, the statement of 'the general scheme of the measures which we propose to adopt,'|| is made to include both the announcement of the plan of universities, and also that of grants in aid, about the latter of which there can be no doubt that the Court intend their immediate introduction; and the former as well as the latter, and indeed the description of the whole body of measures for the encouragement and extension of education, English and vernacular, from the establishment of universities down to the inspection of indigenous vernacular schools, is prefaced by the declaration that the Court are, 'describing generally what we wish to see done, leaving it to you, in communication with the several local Governments, to modify particular measures so far as may be required, in order to adapt them to the different parts of India.'¶

* Para. 56.
† Para. 17.
‡ Paras. 18. 20.
§ Para. 38.
|| Para. 22.
¶ Para. 23.

"Judging, then, from the expressions, as well as from the whole purport of the despatch, it might have been supposed that the establishment of the universities, like all other measures suggested or directed in the document in question, was at once to be carried into effect by the Governor-General in Council, the more especially as the university, in its examinations, its connexion with and superintendence over affiliated institutions, its power of making rules for the whole, subject to the approval of Government, and its function of giving degrees, seems to be almost essential to the vital energy of the new system as laid down in the despatch.

"In this view, it would have seemed necessary to suggest, in analogy to the course pursued on the establishment of the London University, that a Bill should forthwith be introduced into the Legislative Council to incorporate and empower the university for its proper purposes; and also to name and appoint the Chancellor, Vice-Chancellor and Fellows, and provide for the filling of subsequent vacancies in their numbers. And this is the course which it would seem most reasonable and right to adopt, were it not for the wording of para. 33 of the Court's despatch, in which, in apparent opposition to the general purpose of the despatch, the Honourable Court 'desire that you take into consideration the institution of universities at Calcutta and Bombay, upon the general principles which we have now explained to you, and report to us upon the best method of procedure with a view to their incorporation by Acts of the Legislative Council of India.'

"It is not easy to affix a satisfactory meaning to these expressions, or to say whether it be really the intention of the Honourable Court that nothing shall be done towards the establishment of universities until a report shall have been made to them and replied to upon a matter entirely within the competency of the authorities in India, viz., the method of introducing into the Legislative Council of India a Bill to incorporate the universities. Every needful instruction upon principle, and even in a great degree upon the detail of the system to be adopted is given in the despatch; the present necessity for the establishment of universities is declared;* the London University is announced as the model, and copies of the charters and regulations of that university are sent out, to be adopted and followed, with such necessary variations as may be required in detail.† The constitution of the Senate is fixed and its powers declared.‡ Instructions are given as to the manner of conferring degrees,§ of matriculation examinations,§ of affiliating institutions,§ of regulating the standard for honours,|| and of establishing professorships; ¶ and lastly, the existing Council of Education and Board of Education are named as Fellows; ** the powe of nomina g

* Para. 24.
† Para. 25.
‡ Para. 26.
Paras. 27, 28.
|| Para. 29.
s. 30, 31. 32.
ra. 33.

nominating other fellows is delegated to the Government,* with a general intimation of the classes from which they are to be selected,† and the appointment of Chancellor or Vice-Chancellor seem also to be left to the Government, with a mere expression of natural expectation that they will be persons of high station who have 'shown an interest in the cause of education.'"

* Para. 33.
† Para. 34.

"All this is apparently left to the Government in India, and nothing remains but to incorporate the universities by law. For this, undoubtedly, the local government is competent to act. Yet for this only, if such be the meaning of the para. in question, it is ordered that the whole matter be again referred to the Home Authorities.

"It is remarkable, that although this unexpected direction seems to be conveyed by the phraseology of para. 33, the Court represent themselves only three paras. further, as 'having provided for the general superintendence of education, and for the institution of universities.'"

"The paragraph in question‡ may be open to three constructions:

‡ Para. 33.

"First, that the Government is to proceed to action at once, establishing and incorporating the universities by Act of the Legislature, and reporting this to the Honourable Court as the method of procedure which has seemed best. This is the construction most reconcileable with the whole despatch, most reasonable, and most effectual, but unfortunately not easily to be forced upon the wording of the paragraph.

"Second, that the direction of the para. is to separate the institution from the incorporation of the universities, and that it purports that the Government is to 'consider of the institution of universities,' that is to institute them, and then to report as to their incorporation by Legislative Act. This, however, is not a satisfactory construction, even if it be legitimately to be put upon the words. For the university, as a dispenser of degrees, would be nothing till incorporated, and the mere framing and passing a Bill of incorporation seems exactly that for which it is least needful to refer to the Honourable Court.

"The third construction may be, that a Bill is to be drafted and submitted to the Honourable Court as to the best method of procedure for the purpose indicated, and the whole subject remain in abeyance till the answer of the Honourable Court be received. This last construction is most in accordance with the words of the para., though least in accordance with every other part of the despatch, and will prove very disappointing and disheartening to most of those who are interested in the question in this country. It may be observed, however, in this place, that if the most noble the Governor-General should agree in the opinion above expressed, that the university ought to be duly and regularly incorporated before it assumes to confer degrees, and on the other hand, should be desirous that the measures of detail which must be framed by the future Senate should be considered without delay, he might authorise those persons whom he intends to nominate by the Act, as the first members of the Senate, to consider and prepare such measures prospectively with a view to their adoption by the Senate as soon as the Act is passed.

"Whatever be the construction ultimately adopted, it will be necessary to name the persons who are to compose the Senate, and to ascertain their willingness to be nominated; for, first, it will be in conformity with the model proposed, viz. the London University Charters,§ that the members of the Senate be named in the Act; and secondly, they are required, as the first act of their authority, to frame rules,‖ without which the other parts of the system will, to a great extent, remain inoperative.

§ Para. 25.
‖ Para. 26.

"The offices of Chancellor and Vice-Chancellor need not now be mentioned except to observe that if the Governor-General should think fit to give express honour and dignity to the new institution by accepting the office of Chancellor of the Calcutta University, the members of the Executive Council may fitly be solicited to allow themselves to be nominated as Fellows. To them would be added, according to the terms of the despatch,¶ the members, native and European, of the Council of Education; and in order to meet the views expressed in para. 34, the following names might suggest themselves as members of the Calcutta Senate:—Mr. Beadon, Dr. Mouat, the Archdeacon of Calcutta, the Advocate-General, the Chief Engineer, the Principal of Bishop's College, the Principal of the Presidency College, the Principal of St. John's (R. C.) College,

¶ Para. 33.

College, the Principal of the Sanscrit College, the Principal of the Muddrusseh the Principal of the Medical College, the Principal of the Civil Engineers' College, the Rev. Dr. Duff *, the Rev. Mr. Ogilvie,† the Rev. A. Morgan,‡ Prince Gholam Mohummud, Dr. Mackinnon, Mr. Marshman, Baboo Prussunno Comar Tagore.

"It would be necessary to request the Government of Bombay to send a list of proposed members of the Senate of the Bombay University.

"The rules for examinations, for applications, and for the conferring of degrees and honours having to be framed by the Senate of each university when each shall have been constituted, it does not seem necessary to enter in this place on the consideration of the nature of the rules to be finally adopted. But it may be proper to state the number of degrees, which, perhaps, should be two in each of the subjects, viz., literature, mathematics, science, law, civil engineering, medicine. On the taking of each degree the student should have, as in the London University, an opportunity of taking honours, and even those who do not avail themselves of these opportunities, will be tempted by the second degree to carry their education beyond the low standard which is contemplated by the despatch as that of the common degree. It may be doubted whether this consideration extends to all the faculties; whether, for instance, it is desirable to have more than one degree in law, the standard for an ordinary degree being made such as shall test the capacity of the candidate for employment in the judicial service, or as a vakeel. It will be for consideration what titles shall be assigned to these degrees. They would, to a certain extent, be analogous to the degrees of B. A. and M. A. But it is not recommended that these titles should be imported into India from the mother country.

"Considering the proposed constitution of the Senates, it may seem that the determination of questions regarding the affiliation of particular schools may properly be left to the Senates, to whom application would be made by such schools as desired to be affiliated.

"The despatch suggests the institution of professorships, in connexion with the universities of law, civil engineering, the vernacular languages, and the
§ Paras. 30, 31, 32. learned languages of India.§

"In Calcutta these professorships either exist at present in connexion with the Hindoo College, or will be established in the New Presidency College, or in a separate Civil Engineering College. It may seem best that they should so remain, and that they should not be connected with the university in any nearer manner. The university, as it is proposed to be constituted, will be ill-suited for the superintendence of actual tuition; and, according to the strict model of the London University, should be confined to the function of examination and giving degrees. The rules of the Presidency College either are, or may be made sufficiently free to allow of the attendance on lectures on these subjects by students from other institutions. Perhaps the Senate would, by analogy to the rules of the London University, and in order to insure a sufficient knowledge of the English language, require every student desirous of attending the lectures of the professors in question, and especially those of the law professor, to have taken at least the first 'pass' degree in literature.

"The same principles are probably applicable to Bombay. But if the Senate at Bombay should prefer to have such lectureships in connexion with that university, there is no very strong reason why their wish should not be acceded to. In Calcutta the proposed establishment of the Presidency College, with its extensive professorships, furnishes a local reason which may not exist in Bombay."

14. I have given my best attention to the doubts expressed above, regarding the sense which is to be attached to the 33d para. of the despatch; to the words on which that doubt is founded, and to the arguments by which it has been sought to remove it.

15. My first impression on reading the despatch undoubtedly was, that it was the wish of the Honourable Court that the Government of India should

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* Head of the Free Kirk College.
† Head of the General Assembly College.
‡ Head of the Parental Academy.

proceed to the establishment of the universities simultaneously with the other changes which were authorised in the despatch. The general tenor of that document and casual expressions contained in other letters from the Honourable Court still seem to me to favour that interpretation. It is the one which my own wishes would incline me to adopt, and I am most reluctant to surrender it. But the language of the 33d para. is so explicit and precise; it so distinctly requires the Government of India to report to the Honourable Court with reference to the proposed universities "upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India;" and it differs so markedly from the form of expression employed in para. 20, that I can find no escape from the apparent necessity for reporting to the Honourable Court our recommendations respecting the proposed universities, before we proceed to give effect to them.

16. I regret this delay, but it will probably not defer the institution of the universities more than a few months. In the meantime I conceive that the members of the Council of Education, relieved from their present duties, together with the other gentlemen whom the Government may propose to associate with them in the future Senatus, may be requested to apply themselves to the consideration of the rules and regulations which will be required for the governance of the university hereafter. By the adoption of this course hardly any time will practically be lost.

17. I consider that the office of Chancellor of the university ought to be held by the Governor-General for the time being; and I concur in the opinion expressed, that the Members of Council would render a service if they would consent to be nominated members of the Senatus. The other gentlemen whose names have been specified may also with advantage be appointed.

18. The proposal for having two degrees in each of the branches of instruction named is one well worthy of the consideration of the Senatus. I abstain from giving any direct opinion on the question at present; observing, however, that any one degree of the very low standard which seems to be contemplated by the Honourable Court would, to my mind, be of very little value. I would take this opportunity of repeating the opinion which I have expressed before elsewhere, that it would not be expedient to adopt in these Indian universities the nomenclature which has from long usage become peculiar to the universities of England.

19. With reference to the doubt which is expressed regarding professorships, it will be remembered that a subsequent despatch from the Honourable Court has provided that the professorships shall be attached to the Presidency College.

"The next branch of the despatch relates to grants in aid.* *Para. 52.

"Upon this head there is not room for much remark beyond what is contained in the despatch itself. It is stated in the despatch that rules are to be framed for the administration of the grants,† and the framing of these rules will probably be best done by the several local governments, with the assistance of their respective heads of the department; the rules, when framed, to be submitted for the approval of the Supreme Government. Little can be added to the suggestions of the despatch in this respect; grants, it is stated,‡ are to be (1) based on entire non-interference as to the religious instruction conveyed in the schools assisted. (2). They are to be given, so far as the requirements of districts and the funds at disposal permit, to all schools which give a good secular education and are under permanent local management. (3). They are to be given to no schools which do not require from their pupils a fee for tuition,§ except normal schools. (4). They are to be given for specific objects in preference to simple pecuniary grants for general expenses. The specific objects are stated to be augmentation of salaries of head teachers, supply of junior teachers, foundation or part foundation of scholarships, erecting or part erecting or repairing a school-house, or provision of books.‖ The amount and continuance of assistance to depend on reports of Government inspectors. Perhaps to these conditions it may be added, that they should in no case exceed in amount the sum expended on the school by private persons or bodies, and they should be carefully so given as that the effect shall not be in any case the substitution of public for private expenditure, but the increase and improvement of education.

† Para. 55.

‡ Para. 53.

§ Para. 54.

‖ Para. 55.

"The discretion of the local governments within these or such rules as may be devised should be absolute.

"It will be necessary, under existing rules for the control of the public expenditure, that every instance of an application for a grant must be, if approved, reported by each local government to the Supreme Government for its special sanction. If this be constantly observed, it will occasion delay and disappointment. It would be better, having sanctioned certain rules on the subject of giving these grants, that the local governments should be empowered to act upon them within certain limits without reference to the Supreme Government. The limit might be defined by fixing a certain annual expenditure on account of aid-grants which the local governments should not exceed, or by allowing them to expend up to a certain per-centage over and above their sanctioned annual expenditure on account of Government for educational purposes. Suppose 5 per cent. the limit; then if the annual expenditure by Government amounted to one lac, the Government might further expend 5,000 rupees per annum in grants in aid without reference to the supreme authority, and so on.

"The local government should, however, have full authority at any time to substitute expenditure to a given amount by a grant in aid for a similar amount of direct Government expenditure.

Thus, suppose a Government school in a certain zillah; if a zemindar or a body of subscribers should propose to establish a school in the same place with Government assistance, the Government school might be closed, and the funds hitherto expended on it used wholly or in part to furnish a grant or grants in aid, without any previous application to the Supreme Government, and without reference to the limit prescribed for ordinary grants in aid.

"This would be merely in accordance with what has heretofore been the practice of the present Council of Education.

"The other parts of the despatch relate entirely to matters which under the general instructions of the Governor-General in Council will be disposed of by the several local governments.

"Such, for instance, is the matter of the scholarships. These are to be very generally increased in number in the schools of the kind here called junior scholarships, and even of a much lower kind applicable to lower schools and a lower standard;* but the senior scholarships are to be gradually reduced in number and amount.†

* Paras. 38. 42. 46, 47. 63.
† Paras. 40. 64.

"It may be hoped that senior scholarships are not to be altogether withdrawn from the scheme of education. They are certainly too high generally in amount, and they may admit of reduction in number. But there are undoubtedly many cases in which poor but very promising students are only enabled by these scholarships to prosecute their studies to completion; and to deprive such persons of this advantage would probably inflict great discouragement on the cause of education.**

"The establishment of normal schools is very much to be desired; and the local governments will doubtless be glad to adopt in this respect the suggestions of the despatch.‡ But it will probably be difficult, if not impossible, to obtain in this country the services of men fit to preside over them, and the business is of sufficient urgency and importance to render it desirable that the local government should be empowered to procure fit persons from England, and to offer liberal salaries, at least equal to those now offered to the gentlemen who come to India to serve as professors in our colleges.

‡ Paras. 67. 69.

"The system of pupil-teachers seems quite inapplicable to this country.§ But the proposal to encourage attendance at normal schools by moderate monthly allowances to persons under training in those schools could not fail to prove advantageous.

§ Para. 68.

"The proposed encouragement of the preparation of vernacular school books, on the plan recommended by Mr. Elphinstone, is undoubtedly well worthy of a trial, and will probably be successful.‖

‖ Paras. 70. 71.

"It is exceedingly desirable that the rule propounded in the Honourable Court's despatch for the encouragement of learning by means of Government patronage

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** There is one kind of senior scholarships which might perhaps be added to our system with advantage, viz., "Travelling Scholarships," to encourage our advanced students to visit various parts of India.

patronage should generally be accepted and acted upon, viz., that 'where other qualifications for office are equal, a person who has received a good education, irrespective of the place or manner in which it has been acquired, should be preferred to one who has not; and that even in lower situations, a man who can read and write should be preferred to one who cannot, if he is equally eligible in other respects.'*

* Para. 75.

"It may be apprehended that this is the rule by which the distribution of patronage is in fact at present generally guided; but to promulgate it as the declared purpose of Government, will do good, and will especially stimulate the progress of vernacular education.

"The despatch urges upon the notice of Government the necessity of adopting a plan for the encouragement of vernacular education in Bengal and the other Presidencies, such as has been so successful in the North Western Provinces.† This subject had, however, been previously taken up in consequence of a Minute by the Governor-General. A plan is understood to be ready, and about to be submitted to the Government of India, for vernacular education in Bengal. The other Presidencies are no doubt acting upon the same instructions.

† Paras. 87, 88, 89. 92, 93, 94, 95, 96.

"It does not appear that any further observations are called for on the subject of the despatch in question.

"Mr. Grant differs from the above paper only in feeling no doubt as to the interpretation that must be put upon para. 33 of the Court's despatch. He thinks it clear from that para. that the Court of Directors intend themselves to institute the universities, and to appoint the senates, after the Government of India shall have made to them a detailed report upon the subject, and shall have nominated certain individuals to be fellows, in addition to the specified body, of whose services the Court say, 'We propose to avail ourselves.' Mr. Grant does not think this meaning contradicted by or inconsistent with any other part of the despatch. Nor is he prepared to say that the Court's design, thus understood, will be discouraging to those most interested in education in India."

20. I am entirely of the opinion expressed, that the local governments ought not to be fettered by the necessity for referring every individual proposal for a grant in aid to the Supreme Government. It will be much better in every way that certain rules, having been prepared by the local government regarding grants in aid, and having received the confirmation of the Governor-General in Council, the local government should be left entirely free in the distribution of the grants.

21. In like manner the aggregate annual amount of the grants having been fixed, the details of the expenditure should be left entirely in the hands of the local government.

22. It would probably be difficult to say what the aggregate amount to be placed at the disposal of the local governments should be, until some inquiry had been made, and some experience had been gained. In the meantime an expenditure upon grants in aid, equal to five per cent. upon the annual educational expenditure, might be sanctioned for each of the local governments, in the mode which has been suggested.

23. The authority to "substitute expenditure to a given amount by a grant in aid for a similar amount of direct Government expenditure" may be conceded with advantage.

24. The remaining points adverted to in the despatch, and noticed in the extracts given above, call for no especial remark, and need only to be communicated to the different local governments.

30 December 1854. (signed) *Dalhousie.*

Home Cons. 26th January 1855. No. 150.
The Honourable Court's Despatch of July 1854 on Education in India.

MINUTE by the Honourable *J. A. Dorin*, dated 6 January 1855.

I BEG to express my general assent to the views and recommendations of the Most Noble the Governor-General for carrying out the instructions conveyed in the Honourable Court's great despatch on education.

Mr. Grant seems to me rightly to construe the 33d paragraph of that despatch as intending, what it in fact says, that a report shall be made in the first instance to the home authorities upon the measures to be adopted for the institution of universities at Calcutta and Bombay.

(signed) *J. A. Dorin.*

Home Cons. 26th January 1855. No. 150.

MINUTE by Major-General the Hon. *J. Low*, C. B., dated 10 January 1855.

AFTER an attentive perusal of the Most Noble the Governor-General's Minute, dated the 30th ultimo, on education in India, I feel that I need say nothing more than that I concur in the opinions above expressed by the Hon. Mr. Dorin.

(signed) *J. Low.*

Home Cons. 26th January 1855. No. 150.

MINUTE by the Hon. *J. P. Grant*, dated 11 January 1855.

I AGREE generally with the remarks made in the Governor-General's Minute; and I agree entirely as to the steps which his Lordship proposes to take.

It is mentioned in the paper quoted in his Lordship's Minute, that I do not share in the doubt felt by the other two gentlemen who signed that paper as to the construction to be put upon para. 33 of the Honourable Court's despatch. The meaning of that paragraph seems to me to be quite plain, and that meaning does not seem to me to be at all inconsistent with any other instructions conveyed in other passages of the same despatch, which relate to other subjects. I cannot think but that the appointment to the senate of the universities by the Honourable Court will be appreciated. But it will be right, I presume, to ascertain the willingness to serve in the councils of such of the intended nominees as may not be in the Honourable Company's service, before their names are reported home.

(signed) *J. P. Grant.*

Home Cons. 26th January 1855. No. 150.

MINUTE by the Hon. *B. Peacock*, dated 24 January 1855.

I CONCUR entirely in the construction put by the Governor-General upon the 33d para. of the despatch from the Honourable Court of Directors, dated 19 July 1854, and also in the views expressed by his Lordship in his Minute of the 30th December last.

(signed) *B. Peacock.*

(No. 280.)

Home Cons. 26th January 1855. No. 154. Home Department, Education.

From *C. Beadon*, Esq., Secretary to the Government of India, to the Honourable Sir *J. W. Colvile*, Kt.; dated 26 January 1855.

Honourable Sir,

I AM directed to inform you that the Most Noble the Governor-General of India in Council has been pleased to appoint you to be President of the committee for preparing a scheme for the establishment of universities in the presidency towns of Calcutta, Madras and Bombay.

2. Enclosed are the instructions addressed to the Committee, which you will be so good as to circulate among the members for perusal. A meeting of the committee should then be fixed for an early day.

I have, &c.
(signed) *C. Beadon*,
Secretary to the Government of India.

(No. 281.)

From *C. Beadon*, Esq., Secretary to the Government of India, to the Honourable Sir *J. W. Colvile*, Kt., the Honourable *J. P. Grant*, *H. Ricketts*, Esq., *C. R. Prinsep*, Esq., *D. Elliot*, Esq., *A. Malet*, Esq., *C. Allen*, Esq., *C. Beadon*, Esq., *W. G. Young*, Esq., Lieutenant-Colonel *Goodwyn*, *K. Mackinnon*, Esq., M.D., *J. Jackson*, Esq., M.B., F.R.C.S., *H. Woodrow*, Esq., Lieutenant *W. N. Lees*, the Rev. *W. Stephenson*, *J. C. Marshman*, Esq., Baboo *Prosunno Comas Pagore*, Baboo *Ramapersaud Roy*, Baboo *Ram Gopal Ghose*, Pundit *Isserchunder Surma*; dated 26 January 1855.

Home Cons. 26th January 1855. No. 153.

Gentlemen,

Home Department.

THE Most Noble the Governor-General in Council is desirous that steps should be immediately taken to prepare the scheme of an university, to be established in Calcutta, in accordance with the desire of the Honourable Court of Directors, as expressed in their despatch, No. 49, dated 19 July last, of which 25 printed copies are herewith forwarded for your information. The terms of the Honourable Court's despatch preclude his Lordship in Council from establishing an university, either here or at either of the other presidency towns, without further orders from the Home Government; but in anticipation of these orders, which, after the decided opinions embodied in the despatch, his Lordship in Council cannot doubt will be favourable, he considers it desirable that the details of a scheme in accordance with the outline sketched in the despatch should be settled with as little delay as possible, so that Bills for the incorporation of the universities at Calcutta, Madras, and Bombay, may, at the proper time, be brought into the Legislative Council, and that draft rules for examination, for the grants of degrees, and for other cognate matters, may be ready for discussion and adoption by the senates, so soon as those Bills are passed into law.

2. With a view to secure uniformity in all important points of principle, the Governor-General in Council has come to the conclusion that the schemes of the Madras and Bombay universities should be framed, in the first instance, by the body to whom is entrusted the duty of preparing that of the Calcutta university. He thinks it of considerable importance that the three universities should resemble each other in their main features, and especially that the Acts of Incorporation should be as nearly as possible cast in the same terms. Local circumstances will doubtless, to some extent, render modifications necessary, but it is essential that the legal status and authority of each university should be the same, and that at each presidency town the same degree of acquirement in every branch of knowledge should entitle its possessor to the same kind of academical distinction and honour.

3. The Governor-General in Council has accordingly been pleased to appoint you to be a committee for preparing a scheme for the establishment of universities in the presidency towns of Calcutta, Madras, and Bombay. In conformity with the wishes of the Honourable Court, his Lordship in Council has availed himself on this occasion of the willing and valuable assistance of the honourable President and the members of the late council of education; he has added to their number several other gentlemen, whom it is the intention of the Government hereafter to associate with them in the senate of the university of Calcutta; and he has also appointed to the committee the members of the Legislative Council from Madras and Bombay, whose experience of the circumstances and wants of those Presidencies will enable them to render very valuable assistance.

4. The Honourable Sir James Colvile will be the president of the committee, and the committee will chose its own secretary. The secretary will have authority to frank, as on the public service, all letters relating exclusively to the business of the committee, to indent for stationery on the public stores, and to incur such trifling contingent charges as may be necessary. If, as will be most convenient, the secretary be already in charge of a public office, he will not require the services of a clerk. The committee will probably find it advisable

advisable to appoint from among themselves a sub-committee of correspondence, to conduct the preliminary inquiries, and to frame the rough draft of a scheme for discussion by the whole committee His Lordship in Council would deprecate resort to written minutes by any member of the committee, and would recommend, as a preferable arrangement, that the scheme, when drawn by a small sub-committee of correspondence, should be discussed at a full meeting of the committee (of which a majority may form a quorum), and settled according to the opinions of the majority of members present.

5. The committee will correspond with the several local Governments, and obtain from them their views and opinions in regard to the measures to be adopted for the purpose of carrying out the Honourable Court's plan of a university in the several Presidencies. From the Honourable the Lieutenant-governors of Bengal and the North Western Provinces the committee will receive valuable suggestions in regard to the proposed Calcutta University; and the Honourable the Governors in Council of Madras and of Bombay will afford the committee all requisite information respecting those to be established at the other presidency towns. Those Governments will also be requested from hence to furnish the committee with lists of the persons who are eventually to form the senate of those universities, in order that their names may be included in the Acts of Incorporation.

6. The Governor-General in Council is of opinion that the office of Chancellor of the University of Calcutta should be held by the Governor-General for the time being, and that the Lieutenant-governors of Bengal and the North Western Provinces, and the members of the Council of India, should be members of the senate. In like manner the Governors of Madras and Bombay should, in his Lordship's opinion, be the chancellors; and the members of Council at those Presidencies members of the senate, of the universities of Madras and Bombay.

7. It has been suggested to the Governor-General in Council that there should be two degrees in each of the subjects embraced in the design of an Indian university, viz., literature, mathematics, science, law, civil engineering, and medicine, and that on the taking of each degree, the student should have, as in the London University, an opportunity of taking honours. This suggestion his Lordship desires to leave to the consideration of the committee, and eventually of the senate, observing that any one degree of the very low standard which seems to be contemplated by the Honourable Court, would be of little value. The Governor-General in Council also leaves it to the committee to consider what titles shall be assigned to the several degrees; but he desires to express doubts of the expediency of adopting in the universities of India the nomenclature which has from long usage become peculiar to the universities of England.

8. In the 30th para. of the Honourable Court's despatch allusion is made to the foundation of professorships in connexion with the university, for the purpose of giving lectures in certain branches of knowledge. The establishment of a general presidency college in Calcutta has rendered unnecessary the foundation of any such professorships here; but if they should be required either at Madras or Bombay, there seems to be no sufficient reason for not departing to that extent from the plan of the London University, which the Honourable Court have wisely held up as the model to be generally followed in India. In that case, however, the departments of instruction and of examination should be kept distinct from each other.

9. With these observations, his Lordship in Council leaves the subject to the careful and anxious consideration of the committee.

I have, &c.
(signed) *C. Beadon*,
Secretary to the Government of India.

(Nos. 282 to 300.)

From *C. Beadon*, Esq., Secretary to the Government of India, to the Honourable *J. P. Grant*; dated 26 January 1855.

Home. Cons. 26th January 1855. No. 154.

Home Department. Education.

Honourable Sir,

I AM directed to inform you that the Most Noble the Governor-General of India in Council has been pleased to appoint you to be a member of the committee for preparing a scheme for the establishment of universities in the presidency towns of Calcutta, Madras and Bombay.

2. You will receive instructions through Sir James Colvile, the President of the committee.

I have, &c.
(signed) *C. Beadon*,
Secretary to the Government of India.

Copies of the above letter were also forwarded to H. Ricketts, Esq., J. Jackson Esq., Rev. W. Stephenson, C. Beadon, Esq., K. Mackinnon, Esq., M.D., Baboo Prosunnoo Comar Pagore, A. Malet, Esq., Baboo Ramgopaulghose, D. Elliot, Esq., Pundit Isserchunder Surma, Lieutenant W. N. Lees, C. R. Prinsep, Esq., Baboo Rampersaud Roy, C. Allen, Esq., H. Woodrow, Esq., W. G. Young, Esq., Lieutenant-Colonel H. Goodwyn, J. C. Marshman, Esq.

(No. 166.)

From *C. Beadon*, Esq., Secretary to the Government of India, to *W. Grey*, Esq., Secretary to the Government of Bengal.

Home Cons. 26th January 1855. No. 151.

Home Department.

Sir,

I AM now desired to communicate to you the following observations and orders of the Governor-General in Council on the despatch of the Honourable Court of Directors, No. 49, dated the 19th July last, on the subject of Education in India.

2. The despatch itself contains so complete an exposition of the wishes and intentions of the Honourable Court, it lays down so clearly the principles by which the Government of India is henceforth to be guided in regard to education, and it indicates so plainly the general form of the system by which the instruction of the natives of this country is to be carried on, that it is quite unnecessary for the Governor-General in Council to enter upon any general remarks on the subject. It remains for his Lordship only to consider the practical measures which should now be taken in execution of the instructions of the Honourable Court.

3. The despatch divides its subject generally under three principal heads, and it may be most convenient to follow that distribution.

These heads are—

1st. Machinery for managing the department.

2d. Establishment of universities.

3d. Grants in aid.

4. With regard to the first of these, it is to be observed that the despatch treats the organization of the new machinery as a matter which should be dealt with immediately and independently of the other subjects. To save time, the Court have authorised the Governments of Madras and Bombay to make provisional arrangements which those Governments are to report to the Government of India for approval and sanction; and the despatch leaves it to the Governor-General in Council to "take similar measures" for Bengal and Agra, and for the non-regulation provinces. The first practical step, then, to be taken is to give authority to the Governments of Bengal and the North Western Provinces to appoint severally an officer to superintend the department of education, and a sufficient staff of inspectors and clerks.

5. Of the superintending officers it is observed in the despatch that it may perhaps be advisable that they, as well as some of the inspectors, should, in the first instance, be members of the civil service, though not to be considered as necessarily so to the exclusion of more fit persons, European or native. It is also suggested that their remuneration should be such as publicly to recognise the importance of their duties. The Governor-General in Council accordingly authorises the Lieutenant-governor of Bengal to appoint a head of the department for the Lower Provinces, under the designation of Director of Public Instruction, on a salary not exceeding 3,000 rupees a month, according to the standing of the officer selected, so as to allow of a gradual increase to the salary if it be fixed in the first instance at a less sum than 3,000 rupees a month until it reach that limit, and thereby to retain, if desirable, the services of a competent officer for a considerable time. His Lordship also authorises the employment of not more than four inspectors, on salaries varying from 500 rupees to 1,500 rupees a month. The necessary establishment of clerks and other officers is left, in the first instance, to be fixed by the Lieutenant-governor, subject to the approval of the Governor-General in Council, to whom the scheme of establishment, when matured, will have to be submitted for sanction.

6. It is only necessary to add on this head, that upon the ability and energy of the superintending officer, and upon the vigilance and efficiency of the inspectors, will depend, in a great measure, not only the well-doing of the Government schools, but also of the colleges and schools to be affiliated to the university when founded, and the success or failure of the system of grants in aid.

7. The next practical step to be taken in the order observed in the despatch relates to the establishment of an university. Here, however, occurs something like an ambiguity in the despatch, which requires to be cleared up.

8. The general impression which the whole tenor of the despatch is calculated to leave on the mind on a first perusal, is that it is intended to convey to the Government instructions upon particular and general measures and principles which the Government is, without further reference home, empowered and expected to carry into immediate effect. The despatch sets out by a declaration that the home authorities, after ample past experience and present advice and information, "are now in a position to decide upon the mode in which the assistance of Government should be afforded to the more extended and systematic promotion of general education in India, and on the measures which should at once be adopted to that end." At a subsequent place the universities are alluded to as "a most important part of our present plan." The immediate appointment of inspectors is insisted upon as necessary to the development of the new system, while an important part of the duties of the inspectors is stated to be their periodically visiting the institutions affiliated to the universities. Again, the statement of "the general scheme of the measures which we propose to adopt," is made to include both the announcement of the plan of universities and also that of grants in aid ; about the latter of which there can be no doubt that the Court intend their immediate introduction, and the former as well as the latter, and, indeed, the description of the whole body of measures for the encouragement and extension of education, English and vernacular, from the establishment of universities down to the inspection of indigenous vernacular schools, is prefaced by the declaration that the Court are "describing generally what we wish to see done, leaving it to you, in communication with the several local governments, to modify particular measures so far as may be required, in order to adapt them to the different parts of India."

9. Judging then from the expressions, as well as from the whole purport of the despatch, it might have been supposed that the establishment of the universities, like all the other measures suggested or directed in the document in question, was at once to be carried into effect by the Governor-General in Council, the more especially as the university, in its examinations, its connexion with and superintendence over affiliated institutions, its power of making rules for the whole subject to the approval of Government, and its function of giving degrees, seems to be almost essential to the vital energy of the new system as laid down in the despatch.

10. In

10. In this view, it would have seemed necessary, in analogy to the course pursued on the establishment of the London University, that a Bill should forthwith be introduced into the Legislative Council to incorporate and empower the university for its proper purposes; and also to name and appoint the chancellor, vice-chancellor and fellows, and provide for the filling of subsequent vacancies in their numbers. And this is the course which it would seem most reasonable and right to adopt were it not for the wording of para. 33 of the Court's despatch, in which, in apparent opposition to the general purpose of the despatch, the Honourable Court "desire that you take into consideration the institution of universities at Calcutta and Bombay, upon the general principles which we have now explained to you, and report to us upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India."

11. The Governor-General in Council was at first inclined to think that it was the wish of the Honourable Court that the Government of India should proceed to the establishment of the universities simultaneously with the other changes which were authorised in the despatch. The general tenor of that document and casual expressions contained in other letters from the Honourable Court still seem to his Lordship to favour that interpretation. It is the one which the wishes of the Governor-General in Council would incline him to adopt, and he is most reluctant to surrender it. But the language of the 33d para. is so explicit and precise; it so distinctly requires the Government of India to report to the Honourable Court, with reference to the proposed universities, "upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India;" and it differs so markedly from the form of expression employed in para. 20, that there is no escape from the necessity for reporting to the Honourable Court the recommendations that may be made respecting the proposed universities before proceeding to give effect to them.

12. The Governor-General in Council regrets this delay; but it will probably not defer the institution of the universities more than a few months. In the meantime it appears to his Lordship in Council that the members of the Council of Education, relieved from their present duties, together with the other gentlemen whom it is proposed to associate with them in the future senate, may be requested to apply themselves to the consideration of the rules and regulations which will be required for the governance of the universities hereafter. Instructions will accordingly be issued to those gentlemen from this office, and the Governor-General in Council hopes that by the adoption of this course hardly any time will practically be lost.

13. The next branch of the despatch relates to grants in aid. Upon this head there is not room for much remark beyond what is contained in the despatch itself. It is stated in the despatch that rules are to be framed for the administration of the grants, and the Governor-General in Council desires to leave the framing of these rules in each Presidency to the local Government, the rules when f[illegible]med being submitted for the approval of the Government of India.

14. It is stated in the despatch, 1st, that grants are to be based on entire non-interference as to the religious instruction conveyed in the schools assisted; 2d, that they are to be given, so far as the requirements of districts and the funds at disposal permit, to all schools which give a good secular education, and are under permanent local management; 3d, that they are to be given to no schools which do not require from their pupils a fee for tuition except normal schools; and that they are to be given for specific objects in preference to simple pecuniary grants for general expenses. The specific objects are stated to be, augmentation of salaries of head teachers, supply of junior teachers, foundation or par[illegible]oundation of scholarships, erecting or partly erecting or repairing a sch[illegible] and provision of books. The amount and continuance of assi[illegible]end on reports of Government inspectors. To these condition[illegible] grant should in no case exceed in amount the sum exp[illegible] by private persons or bodies; and that they should be carefully s[illegible]at the effect shall not be, in any case, the substitution of public for priva[illegible]penditure, but the increase and improvement of education.

15. The

15. The Governor-General in Council is entirely of opinion that these rules should be so framed as that the local Government shall not be fettered by the necessity for referring every individual proposal for a grant in aid to the Supreme Government. It will be much better in every way that, certain rules having been prepared by the local Government regarding grants in aid, and having received the confirmation of the Governor-General in Council, the local Government should be left entirely free in the distribution of the grants.

16. His Lordship also thinks that, in like manner, the aggregate annual amount of the grants having been fixed, the details of the expenditure should be left entirely in the hands of the local government. It is difficult to say what the aggregate amount to be placed at the disposal of the local governments should be, until some inquiry has been made, and some experience gained. In the meantime, the rules may be framed in the first instance, so as to provide for an expenditure upon grants in aid equal to five per cent. upon the annual educational expenditure, and the local government may also have authority to substitute expenditure to a given amount, by a grant in aid for a similar amount of direct government expenditure.

17. The other parts of the despatch relate entirely to matters which may be disposed of by the Lieutenant-governor; such, for instance, are the modifications proposed in the system of scholarships, the establishment of normal schools, the preparation of vernacular school-books, and the bestowal of public patronage on educated persons. The subject of establishing vernacular schools will be dealt with in a separate communication.

18. The Governor-General in Council will expect to receive from the Honourable the Lieutenant-governor an annual report on the state and progress of education of all kinds within the limits of his lieutenant-governorship, commencing with the official year ending 30th April next; and his Lordship in Council hopes that these reports will be furnished as soon as possible after the close of the period to which they refer.

I have, &c.
(signed) *C. Beadon*,
Secretary to the Government of India.

Fort William,
26 January 1855.

(No. 139.)

Home Cons. 26th January 1855. No. 152.

From *Cecil Beadon*, Esq., Secretary to the Government of India, to *W. Muir*, Esq., Secretary to the Government of the North Western Provinces.

Home Department. Education.

Sir,

I AM now desired to communicate to you the following observations and orders of the Governor-General in Council on the despatch of the Honourable Court of Directors, No. 49, dated the 19th July last, on the subject of education in India.

2. The despatch itself contains so complete an exposition of the wishes and intentions of the Honourable Court; it lays down so clearly the principles by which the Government of India is henceforth to be guided in regard to education; and it indicates so plainly the general form of the system by which the instruction of the natives of this country is to be carried on, that it is quite unnecessary for the Governor-General in Council to enter upon any general remarks on the subject. It remains for his Lordship only to consider the practical measures which should now be taken in execution of the instructions of the Honourable Court.

3. The despatch divides its subject gener[illegible] under t[illegible] principal heads, and it is most convenient to follow that distri[illegible]
These heads are:

1st. Machinery for managing the [illegible]
2d. Establishment of universit[illegible]
3d. Grants in aid.

4. With

4. With regard to the first of these, it is to be observed that the despatch treats the organisation of the new machinery as a matter which should be dealt with immediately, and independently of the other subjects. To save time, the Court have authorised the Governments of Madras and Bombay to make provisional arrangements, which those governments are to report to the Government of India for approval and sanction, and the despatch leaves it to the Governor-General in Council to "take similar measures" for Bengal and Agra, and for the non-regulation provinces. The first practical step then to be taken is, to give authority to the Governments of Bengal and the North Western Provinces to appoint, severally, an officer to superintend the department of education, and a sufficient staff of inspectors and clerks.

5. Of the superintending officers it is observed, in the despatch, that it may perhaps be advisable that they, as well as some of the inspectors, should in the first instance be members of the civil service, though not to be considered as necessarily so to the exclusion of more fit persons, European or native. It is also suggested, that their remuneration should be such as publicly to recognise the importance of their duties. The Governor-General in Council accordingly authorises the Lieutenant-governor of the North Western Provinces to appoint a head of the department for those provinces, under the designation of "Director of Public Instruction," on a salary not exceeding 3,000 rupees a month, according to the standing of the officer selected, so as to allow of a gradual increase to the salary if it be fixed in the first instance at a less sum than 3,000 rupees a month, until it reach that limit; and thereby to retain, if desirable, the services of a competent officer for a considerable time. His Lordship also authorises the employment of not more than two inspectors, on salaries varying from 800 rupees to 1,200 rupees a month. The necessary establishment of clerks and other officers is left, in the first instance, to be fixed by the Lieutenant-governor, subject to the approval of the Governor-General in Council, to whom the scheme of establishment, when matured, will have to be submitted for sanction.

6. It is only necessary to add on this head, that upon the ability and energy of the superintending officer, and upon the vigilance and efficiency of the inspectors, will depend in a great measure not only the well-doing of the Government schools, but also of the colleges and schools to be affiliated to the university when founded, and the success or failure of the system of grants in aid.

7. The next practical step to be taken, in the order observed in the despatch, relates to the establishment of an university. Here, however, occurs something like an ambiguity in the despatch which requires to be cleared up.

8. The general impression which the whole tenor of the despatch is calculated to have on the mind on a first perusal is, that it is intended to convey to the Government instructions upon particular and general measures and principles, which the Government is, without further reference home, empowered and expected to carry into immediate effect. The despatch sets out by a declaration that the home authorities, after ample past experience, and present advice and information, "are now in a position to decide upon the mode in which the assistance of Government should be afforded to the more extended and systematic promotion of general education in India, and on the measures which should at once be adopted to that end." At a subsequent place, the universities are alluded to as "a most important part of our present plan." The immediate appointment of inspectors is insisted upon as necessary to the development of the new system, while an important part of the duties of the inspectors is stated to be their periodically visiting the institutions affiliated to the universities. Again, the statement of "the general scheme of the measures which we propose to adopt," is made to include both the announcement of the plan of universities, and also that of grants in aid, about the latter of which there can be no doubt, that the Court intend their immediate introduction; and the former, as well as the latter, and indeed the description of the whole body of measures for the encouragement and extension of education, English and vernacular, from the establishment of universities down to the inspection of indigenous vernacular schools, is prefaced by the declaration that the Court are "describing

"describing generally what we wish to see done, leaving it to you, in communication with the several local Governments, to modify particular measures so far as may be required, in order to adapt them to the different parts of India."

9. Judging, then, from the expressions, as well as from the whole purport of the despatch, it might have been supposed that the establishment of the universities like all the other measures suggested or directed in the document in question, was at once to be carried into effect by the Governor-General in Council, the more especially as the university in its examinations, its connexion with and superintendence over affiliated institutions, its power of making rules for the whole, subject to the approval of Government, and its function of giving degrees, seems to be almost essential to the vital energy of the new system as laid down in the despatch.

10. In this view it would have seemed necessary, in analogy to the course pursued on the establishment of the London University, that a Bill should forthwith be introduced into the Legislative Council to incorporate and empower the university for its proper purposes; and also to name and appoint the Chancellor, Vice-Chancellor and Fellows, and provide for the filling of subsequent vacancies in their numbers. And this is the course which it would seem most reasonable and right to adopt, were it not for the wording of para. 33, of the Court's despatch, in which, in apparent opposition to the general purpose of the despatch, the Honourable Court "desire that you take into consideration the institution of universities at Calcutta and Bombay upon the general principles which we have now explained to you, and report to us upon the best method of procedure with a view to their incorporation by Acts of the Legislative Council of India."

11. The Governor-General in Council was at first inclined to think, that it was the wish of the Honourable Court that the Government of India should proceed to the establishment of the universities simultaneously with the other changes which were authorized in the despatch. The general tenor of that document, and casual expressions contained in other letters from the Honourable Court, still seem to his Lordship to favour that interpretation. It is the one which the wishes of the Governor-General in Council would incline him to adopt, and he is most reluctant to surrender it. But the language of the 33d paragraph is so explicit and precise: it so distinctly requires the Government of India to report to the Honourable Court with reference to the proposed universities, "upon the best method of procedure with a view to their incorporation by Acts of the Legislative Council of India," and it differs so markedly from the form of expression employed in para. 20, that there is no escape from the necessity for reporting to the Honourable Court the recommendations that may be made respecting the proposed universities before proceeding to give effect to them.

12. The Governor-General in Council regrets this delay, but it will probably not defer the institution of the universities in the three Presidency towns more than a few months. In the meantime, it appears to his Lordship in Council, that the members of the Council of Education, relieved from their present duties, together with the other gentlemen whom it is proposed to associate with them in the future senate, may be requested to apply themselves to the consideration of the rules and regulations which will be required for the governance of the universities hereafter. Instructions will accordingly be issued to those gentlemen from this office, and the Governor-General in Council hopes that by the adoption of this course hardly any time will practically be lost.

13. The next branch of the despatch relates to grants in aid. Upon this head there is not room for much remark beyond what is contained in the despatch itself. It is stated in the despatch that rules are to be framed for the administration of the grants, and the Governor-General in Council desires to leave the framing of these rules in each Presidency to the local government, the rules when framed being submitted for the approval of the Government of India.

14. It is stated in the despatch (1) that grants are to be based on entire non-interference as to the religious instruction conveyed in the schools assisted; (2) that they are to be given, so far as the requirements of districts and the

funds

funds at disposal permit, to all schools which give a good secular education, and are under permanent local management; (3) that they are to be given to no schools which do not require from their pupils a fee for tuition, except normal schools, and that they are to be given for specific objects in preference to simple pecuniary grants for general expenses. The specific objects are stated to be, augmentation of salaries of head teachers, supply of junior teachers, foundation or part foundation of scholarships, erecting or partly erecting or repairing a school-house, and provision of books. The amount and continuance of assistance are to depend on reports of Government inspectors. To these conditions, it may be added, that the grant should in no case exceed in amount the sum expended on the school by private persons or bodies; and that they should be carefully so given as that the effect shall not be in any case the substitution of public for private expenditure, but the increase and improvement of education.

15. The Governor-General in Council is entirely of opinion that these rules should be so framed as that the local government shall not be fettered by the necessity for referring every individual proposal for a grant in aid to the Supreme Government. It will be much better in every way that, certain rules having been prepared by the local government regarding grants in aid, and having received the confirmation of the Governor-General in Council, the local government should be left entirely free in the distribution of the grants.

16. His Lordship in Council also thinks that, in like manner, the aggregate annual amount of the grants having been fixed, the details of the expenditure should be left entirely in the hands of the local government. It is difficult to say what the aggregate amount to be placed at the disposal of the local governments should be, until some inquiry has been made, and some experience gained. In the meantime, the rules may be framed in the first instance, so as to provide for an expenditure upon grants in aid, equal to five per cent. upon the annual educational expenditure, and the local government may also have authority to substitute expenditure to a given amount by a grant in aid for a similar amount of direct Government expenditure.

17. The other parts of the despatch relate entirely to matters which may be disposed of by the Lieutenant-Governor; such, for instance, are the modifications proposed in the system of scholarships, the establishment of normal schools, the preparation of vernacular school-books, and the bestowal of public patronage on educated persons.

18. The Governor-General in Council will expect to receive from the Honourable the Lieutenant-Governor an annual report on the state and progress of education of all kinds within the limits of his lieutenant-governorship, commencing w[...] the official year ending the 30th April next; and his Lordship in Council [...] that these reports will be furnished as soon as possible after the close of [...]iod to which they refer.

I have, &c.
(signed) *Cecil Beadon*,
Secy. to the Govt. of India.

2[...],

From [...]*lon*, Esq., Secretary to the Government of India, to Sir *H. C. Mo*[...], Bart., Chief Secretary to the Government of Fort St. George. Home Cons. 26th January 1855. No. 155.

Sir,

WITH reference to the despatch of the Honourable Court of Directors addressed to your Government on the 30th August last, No. 44, I am directed to forward for the information, and so far as applicable, for the guidance of the Honourable the Governor in Council, copy of the letters addressed to the Governments of Bengal and the North Western Provinces on the subject of education, and also of the instructions given to the Committee which the Governor-General in Council has appointed for preparing a scheme for the establishment of universities in the presidency towns of Calcutta, Madras, and Bombay. Home Department. Education. No. 39.

2. The

2. The Governor-General in Council further directs me to request, that the Governor in Council will favour the Committee with a list of the persons whom it is intended should form the senate of the future university, and with the views and opinions of the local government, in regard to the measure to be adopted for carrying out the Honourable Court's plan of an university in the Presidency of Madras.

3. I am directed to take this opportunity of acknowledging and replying to your letter, No. 78, dated the 9th November last. In this letter the Government of Madras proposes, not as the permanent establishment, but only as the agency "necessary for initiating their proceedings," the appointment of a Secretary to Government in the Education Department, on a salary of 3,333 rupees a month, of an under-secretary for the same department on a salary of 1,350 rupees a month, of six inspectors on 1,200 rupees a month each, and of other minor officers. These large proposals are supported by a reference to the words of the Honourable Court, that "in any case the scale of their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform." Fully bearing in mind these sentiments of the Honourable Court, and entirely assenting to the principle they involve, the Governor-General in Council yet thinks that the establishment proposed is both unduly extensive and unnecessarily costly. His Lordship thinks that the creation of a secretary to the Government in the Education Department is uncalled for and inexpedient; that in Madras, as elsewhere, the department will be managed with thorough efficiency by a director of public instruction; and further, that the salary assigned to that officer in Bengal and the North Western Provinces is sufficient to command the services of the men best qualified for the duty. Having regard also to the limited number of schools in the Presidency of Madras, the number of inspectors proposed seems to the Governor-General in Council to be excessive, and whatever number may be eventually appointed, they ought not to be more highly remunerated than in the two divisions of the Bengal Presidency.

4. The information required in your letter, No. 88, dated the 4th December last, has been sought for from the Government of Bengal.

I have, &c.
Fort William, (signed) *Cecil Beadon,*
26 January 1855. Secy. to the Govt. of India.

The above letter, with the exception of the third and fourth paragraphs, was also sent to the Chief Secretary to the Government of Bombay (No. 177.)

(No. 178.)

Home Cons. 26th January 1855. No. 157.

From *Cecil Beadon*, Esq., Secretary to the Government of Indi[illegible] *Temple*, Esq., Secretary to the Chief Commissioner, Punj[illegible]

Sir,

Home Department. Education.

I AM directed by the Most noble the Governor-General i[illegible] ard, for the information and guidance of the Chief Commissione[illegible] pies of a despatch from the Honourable Court of Directors, [illegible] the 19th July last, and also copy of a letter addressed this day t[illegible] ment of the North Western Provinces, which is generally applicable [illegible] ab.

2. You will be so good as to report, for the information and [illegible] of the Governor-General in Council, the arrangements which the Chief [illegible] ssioner proposes to make for carrying out the views of the Honourable Cou[illegible] respect to organisation of the department of education, and to grants in aid to private schools. His Lordship in Council desires to know what salary the Chief Commissioner would, on the first instance, propose to attach to the director's office, and how many inspectors will be required at the outset of the undertaking.

3. The proposals made in your predecessor's letter, No. 363, dated the 1st May last, relative to the extension of vernacular education, are entirely approved. The Governor-General in Council desires that steps may be immediately taken to introduce throughout the Punjab the same system that has already succeeded so well in the North Western Provinces with normal schools for the training of masters.

4. The

4. The Governor-General in Council regards the foundation of a college at Lahore, similar to those at Agra and Delhi, as a necessary and substantial part of the scheme of education for the Punjab, and desires me to request the early attention of the Chief Commissioner to this subject. His Lordship in Council is also favourable to the establishment of station or zillah schools for imparting both English and a higher order of vernacular instruction, wherever the ground is not preoccupied by missionary or other effective private schools, whether assisted by grants in aid or not.

I have, &c.
(signed) *Cecil Beadon*,
Secretary to the Government of India.

Fort William,
26 January 1855.

(No. 229.)

Copy of this letter forwarded to the Foreign Department for information.

(No. 179.)

From *Cecil Beadon*, Esq., Secretary to the Government of India, to Colonel the Honourable *W. J. Butterworth*, C. B., Governor of the Straits Settlements.

Home Cons. 26th January 1855. No. 156.

Honourable Sir,

With reference to the correspondence noted in the margin, I am directed by the Most noble the Governor-General in Council to enclose a printed copy of a despatch from the Honourable Court of Directors, No 49, dated the 19th July last, and to request that you will report at large upon the state of education in the settlements, and their wants in that respect; and that you will advise the Government of India what steps may advantageously be taken with a view to give effect to the intentions of the Honourable Court.

Home Department. Education. From Govr. Straits Settlements, No. 89, dated 26th September. To Govr. Straits Settlements, No. 1248, dated 24th November.

I have, &c.
(signed) *Cecil Beadon*,
Secretary to the Government of India.

Fort William,
26 January 1855.

(No. 180.)

From *Cecil Beadon*, Esq., Secretary to the Government of India, to *G. A. C. Plowden*, Esq., Commissioner of Nagpore.

Home Cons. 26th January 1855. No. 158.

Sir,

With reference to the enclosed printed copy of a despatch from the Honourable Court of Directors, No. 49, dated the 19th July last, I am directed by the Most noble the Governor-General in Council to request that you will report what steps you would recommend the Government to take with a view to the diffusion of education among all classes within the province of Nagpore.

(To Mysore only.) 2. The province would probably be most conveniently managed in educational matters as a part of the system about to be established in the Madras Presidency, the functionary who may have charge of such matters in Mysore corresponding for the present through the Commissioner to the Government of India. On this point the Governor-General in Council desires to be favoured with your opinion.

I have, &c.
(signed) *Cecil Beadon*,
Secretary to the Government of India.

Fort William,
26 January 1855.

The above letter was also forwarded, with the exception of the second paragraph (which was sent to Mysore only), to Lieutenant-general Cubbin, Commissioner of Mysore (No. 181); Major A. P. Phayre, Pegu (No. 182); Lieutenant-colonel Sir A. Bogle, Knt., Tenasserim and Martaban Provinces (No. 183); and G. A. Bushby, Esq., Resident of Hyderabad (No. 184).

TAMIL NADU ARCHIVES LIBRARY ACC. No. 13619

(No. 166.)

In India Public Letter, No. 57, 1855.

From the Secretary to the Government of Bengal to the Secretary to the Government of India, Home Department; dated Fort William, 4 May 1855.

Education.

Sir,

WITH reference to the request conveyed in the 13th paragraph of your letter, No. 166, dated the 26th January last, I am now directed to submit, for the approval of the Supreme Government, the accompanying draft of the rules under which the Lieutenant-Governor proposes that grants in aid should be assigned to private schools, under the authority conveyed in the despatch* from the Honourable Court, which formed the subject of your letter above quoted.

* No. 49, dated 19th July 1854.

2. I am desired to say, that the Lieutenant-Governor wishes these rules to be regarded mainly as an indication of the general principles upon which grants in aid should in the first instance be assigned, to be modified from time to time as further experience may render necessary, all such changes however being previously communicated to the Supreme Government.

I have, &c.
(signed) *W. Grey*,
Secy. to the Govt. of Bengal.

MINUTE by the Honourable *J. P. Grant*, concurred in by the Honourable *J. A. Dorin*, Major-General the Honourable *J. Low*, and the Honourable *B. Peacock*.

Proposed rules for Grant in aid in Bengal.

I AGREE with the Secretary in thinking that these rules should be approved, as provisional rules for Bengal, at once. As the Lieutenant-Governor of Bengal is prepared to act upon the plan, the sooner he is enabled to do so the better. But I think no permanent rules can be determined upon until the Government of India shall have before it the views of all the local governments.

There are some alterations of wording proposed in pencil by the Secretary, which seem to me improvements, and I have suggested a few more such alterations in pencil myself.

I mention here a few points which appear to me to be of material importance.

I do not think the Indian Governments are at liberty to adopt any rules which are not consistent with the instructions of the Home Government in the great education despatch of the 19th of July 1854. I think that although the Government of India is authorized to fill up details of the scheme, into which that despatch has not entered, it is not authorized to omit any rule, or to contravene any rule which has been laid down therein. I am of opinion, therefore, that even any provisional rules that may be authorized for the guidance of any local government must embrace all the points on which definitive instructions are given in that despatch, and must be in strict and literal conformity with the instructions so given.

In respect to details not specifically provided for in the despatch, I see no objection to compliance with the Lieutenant-Governor's wish, that the rules now to be authorized for Bengal should "be regarded mainly as an indication of the general principles upon which grants in aid should in the first instance be assigned, to be modified from time to time as further experience may render necessary." But in respect to all points which are specifically provided for in the well-considered and carefully prepared despatch in question (and the most numerous and important points noticed in these rules are of this nature), I think no alterations can be properly allowed by the Indian Governments, either now or hereafter, without reference to the Honourable Court.

To rule 1, after the words "will at its discretion," I would add these words: "so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government may render it possible." These words are taken from para. 53 of the despatch, and they are very necessary, as tending to check the error into which those having the disposal of grants in aid are very likely to fall, of giving most where least is wanted. The tendency

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tendency will always be to give most money where the applicants are most numerous and most audible, that is to say, to districts which, like the neighbourhood of Calcutta, are already largely supplied with schools, leaving too little for remote districts starving for want of adequate schools.

I would alter rule 4 a little. Instead of making the stoppage of the grant depend upon bad management generally, I think it should depend only upon the management in that particular branch with reference to which only the aid was originally granted, that is to say, the branch of secular education. This was doubtless the intention of the rule as framed, but such intention is not clearly expressed.

After the word "whether," in substitution for the following words in the same paragraph, I would say, "a good secular education is practically imparted, or not. And it will withdraw its aid from any school which may be for any considerable period unfavourably reported upon in this respect."

I think rule 5, which, as proposed, would merely provide that "a preference will be given to schools the system of which is to require payment, however small, from its pupils;" and that other schools must explain "to the satisfaction of Government why the system of payment should not be adopted," must be fundamentally altered. It is, in fact, as proposed by the Lieutenant-Governor, in absolute contradiction of para. 54 of the despatch. When the Honourable Court ordered the adoption "as a general principle," of the principle that grants in aid shall be given "to such schools only (with the exception of normal schools) as require some fee, however small, from their scholars," they surely did not mean this to be merely a nominal rule, to which the Indian Governments may make as many exceptions as they please for any reasons that may strike their fancies, without regard to the principle which the Honourable Court had in view in laying down the rule. A school for some savage tribe would be a very fair exception. But I do not see how any school in Bengal Proper, or in any civilized and populous district, could be made exceptional without violating the essential principle of the rule. This principle is one, in my judgment, of the highest importance everywhere, and nowhere more important than in India. It has been invariably insisted upon of late years, with the approval of all competent judges in the Bengal Government Education Department, and the success which has attended its enforcement in Bengal has been remarkable.

Besides the potent practical reasons assigned in the Honourable Court's despatch for adherence to this rule, another argument has great weight with me. When public funds are spent in assisting education by improving the instruction given at schools whose pupils pay something for their tuition, the whole money is spent in advancing the education of those whose good education is most important in a national view. But this is not the case when public money is spent in supporting this or that charity school. It so happens, therefore, that I, in all humility, think the Honourable Court's order in this particular most wise and beneficial; but if I thought otherwise, I could not admit that it would be right to do anything but perfectly to obey it. It is remarkable that no reason for the proposed deviation from the rule laid down in the despatch has been assigned by the Bengal Government.

Instead of rule 5, as sent up from Bengal, I would pass some such rule as the following, which I have taken from the words of the despatch:

"It shall be a general principle, in determining questions of grants in aid, that, except in the case of normal schools, aid shall be given by Government only to such schools as require some fee, however small, from their scholars."

In replying to the honourable the Lieutenant-governor, I think he should be told that no exception should be made to this rule in the case of any school coming within the principle of the rule as laid down by the Honourable Court, and that the only case not coming within the principle, which at present occurs to the President in Council as likely to come into question, is the case of schools established for the education of uncivilized tribes.

The provisions of para. 55 of the despatch, though very important, are omitted in these proposed rules, and no reason for the omission is assigned. I would pass a rule somewhat in the following form, in order to ensure the attention of the local government, in practice, to this important part of the instructions of the Home Government: "The Bengal Government, in granting aid to schools will do so, in all possible cases, in the shape of a grant for a specific

specific object or objects, having always a due regard to the peculiar circumstances of the school, and of the district in which it is placed."

If these rules are altered as above suggested, I believe they will be in conformity with the instructions we are bound to obey, so far as those instructions go; and if so, as provisional rules, I see no objection to their being sanctioned by the Government of India.

25 May 1855. (signed) *J. P. Grant.*

I ASSENT generally to these views, and I think it especially necessary that rule 5 shall be altered, so as to assert and maintain the general principle that grants in aid shall be made to such schools only, with the exception of normal schools, as require some fee, however small, from their scholars.

These Bengal rules must be considered to be provisional only, on their first introduction.

2 June 1855. (signed) *J. Dorin.*

I CONCUR entirely with our honourable colleague, Mr. Grant's views and opinion, as expressed in his minute of the 25th ultimo.

5 June 1855. (signed) *J. Low.*

I CONCUR in the opinions expressed by Mr. Grant. I think it would be advisable to state distinctly in the rules, that in making grants in aid the Government will act upon the principle of observing strict neutrality in regard to religion, see para. 57 of the Honourable Court's despatch, I observe that by rule 3 the examination is to have no reference to religious instruction. But I think this does not go far enough, and that perfect religious neutrality should be observed by Government in making grants in aid. I have made a few verbal suggestions in pencil in the margin of the rules.

See remarks by Honourable Court, Despatch, Public Department, No. 43 of 1855, para. 6.

11 June 1855. (signed) *B. Peacock.*

PROVISIONAL RULES for GRANTS in aid of EDUCATION in the Lower Provinces of the Presidency of Bengal, according to the despatch of the Honourable the Court of Directors, No. 49, dated the 19th July 1854.

1. THE local government at its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise, to any school in which a good secular education is given through the medium either of English or the vernacular tongue to males or females, or both, and which is under adequate local management.

2. In respect of any such school for which application for aid is made, full information must be supplied on the following points:

1. The pecuniary resources, permanent and temporary, on which the school depends for support.

2. The average annual expenditure on the school.

3. The average number of pupils instructed, the ages of the pupils, and the average duration of their attendance at the school.

4. The persons responsible for the management and permanence of the school, and the time for which they will continue to be responsible.

5. The nature and course of instruction imparted.

6. The number, names and salaries of the masters and mistresses, and subjects taught by each.

7. The books in use in the several classes of the school.

8. The

8th. The nature and amount of aid sought, and the purpose to which it is to be supplied.

3. Any school to which aid may be given shall be at all times open to inspection and examination, together with all its accounts, books, and other records, by any officer appointed by the local Government for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. The Government will not in any manner interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its inspectors, to judge from results whether a good secular education is practically imparted or not. And it will withdraw its aid from any school which may be for any considerable period unfavourably reported upon in this respect.

5. In giving grants in aid, the Government will observe the following general principles. Grants in aid will be given to those schools only (with the exception of normal schools) at which some fee, however small, is required from the scholars; and wherever it is possible to do so, they will be appropriated to specific objects, according to the peculiar wants of each school and district.

6. No grant will in any case exceed in amount the sum expended on the institution from private sources, and the Government will always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

7. It is to be distinctly understood that grants in aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

(No. 855.)

From *C. Beadon*, Esq., Secretary to the Government of India, to *W. Grey*, Esq., Secretary to the Government of *Bengal*, dated the 6th July 1855.

Home Department Education.

Sir,

I HAVE the honour, by direction of the Honourable the President in Council, to acknowledge the receipt of your letter, No. 166, dated 4th May last, forwarding for the approval of the Government of India a draft of rules for grants in aid of education under the Honourable Court's despatch, No. 49, dated the 19th July last. This draft has been carefully considered by his Honour in Council, and I am now directed to forward a set of rules founded thereon, but amended in several particulars, and now approved as provisional rules for immediate adoption.

2. The President in Council is desirous that the rules for grants in aid of education should as nearly as possible be the same for all parts of India, and it is for this reason, as well as for the sake of obtaining the result of actual experience in the Lower Provinces, that the rules are approved in the first instance as provisional rules under which the Honourable the Lieutenant-governor can commence operations at once, but which may be superseded hereafter by a code of more general application.

3. The President in Council has not felt himself at liberty to adopt any rules which are inconsistent with the instructions of the Honourable Court, and he is of opinion that although the Government of India is authorised to fill up the details of the scheme into which the Honourable Court have not entered, it is not authorised to omit or to contravene any rule which has been laid down in the despatch. The rules, therefore, have been altered so as to embrace all the points upon which definitive instructions have been given by the Honourable Court, and to be in strict conformity therewith.

4. An alteration has been made in Rule 4, making the stoppage of the grant depend not upon the management of the school generally, but upon the management of it in that particular branch with reference to which alone the aid is

 granted,

granted, that is to say, the branch of secular education. This was doubtless the intention of the rule as first framed, but it is important that this intention should be clearly and unmistakably expressed.

5. Rule 5, as proposed by the Honourable the Lieutenant-governor, appears to the President in Council to involve a wide departure from the instructions of the Honourable Court, and has been fundamentally altered. His Honour in Council apprehends that the Honourable Court, in laying down the general principle that grants should be given only to such schools as require some fee from their pupils, could not have intended to admit so wide a range of exceptions to that principle as the wording of the draft rule would have sanctioned. It appears to his Honour in Council that the principle is one which it is of importance to guard with the greatest strictness, and he can hardly conceive that in Bengal Proper, or in any civilised and populous district, an exception could be made without violating it in the sense in which it was laid down by the Honourable Court. The only case which at present occurs to the President in Council as likely to arise in the Lower Provinces, in which an exception to the general principle may properly be made is that of a school established for the instruction of wild and uncivilised tribes.

6. A clause also has been added to Rule 5, embracing the provisions contained in the 55th para. of the Honourable Court's despatch; and a rule has been added expressly declaring that grants in aid will be given only on the principle of strict religious neutrality.

I have, &c.
(signed) *C. Beadon*,
Secretary to the Government of India.

Council Chamber,
6 July 1855.

MINUTE by the Right Honourable the President, dated 5 March 1855.

In India, Public, No. 67, 1855, v. 9. No. 45.

THE Government of India, in a letter from its Secretary, Mr. Beadon, addressed to Sir Henry Montgomery, has forwarded to this Government copies of the letters which have been addressed to the Government of Bengal and the North-Western Provinces on the subject of education, and also a copy of the instructions given to the Committee appointed to prepare a scheme for the establishment of universities in the Presidency towns of Calcutta, Madras, and Bombay.

The Governor-General in Council, moreover, requests that this Government will favour the Committee with a list of the persons whom it is intended should form the senate of the future university, and with the views and opinions of the local Government in regard to the measures to be adopted for carrying out the Honourable Court's plan of an university in the Presidency of Madras.

It is, I consider, the duty of this Government to attend to this request immediately, and I propose that the subject mentioned should be taken into consideration on the next Council day.

The Secretary to the Government of India then goes on to state that he is directed to take this opportunity of acknowledging and of replying to Sir H. Montgomery's letter (No. 78), dated the 9th November last.

In this reply the proposal made by this Government respecting an educational staff is commented on, and as this Government did me the honour of adopting the suggestions on this subject which I made in my Minute of November 4th, 1854, I think it advisable that I should make some explanatory remarks on the views I entertained, having reference at the same time to the comments made, in the order in which they are found in Mr. Beadon's letter.

First, he writes, "In this letter the Government of Madras proposes, not as the permanent establishment, but only as the agency necessary for initiating their proceedings," &c. &c.

This Government certainly declared its opinion, that it was advisable to organise an educational department as an initiatory proceeding, because it felt the necessity for the assistance which would be required, if proceedings on this subject were to be carried on, on a comprehensive scale, as it was led to suppose would be the case from the tenor of the Honourable Court's despatch.

But, in making the requisition to the Government of India, I think I can safely affirm that it was supposed that the educational establishment which was

was proposed, would be fully sufficient to fulfil all the duties of the department efficiently, not only at once, but also for some years.

I regret that the establishment proposed should have appeared to the Governor-General in Council to be unduly extensive and unnecessarily costly, because I feel sure that there was no intention, on the part of this Government, to create any expenditure which might be avoided.

But, though I am quite ready to attempt to introduce the system on the reduced scale which has been laid down, I must be allowed at the same time, with great deference, to express my adherence to the opinion which I have already given.

The whole question must turn upon the comprehensiveness of the scheme which is to be adopted, and upon the degree of importance which is not only to be attached to the subject, but which is to be given to it as manifested to the eyes of the people of India.

I may have misapprehended the intentions of the Court of Directors, as expressed in their despatch, and have been led into this error by the views which I myself entertain on this subject.

I must confess to thinking, that when the Government has once resolved to take part in the direction of education, that no degree of importance which can be attached to the subject can be excessive, and that no amount of combined exertion to produce a successful result can be too great.

Holding these views, I proposed that there should be a secretary for education, on a footing equal to the financial secretary, because I was of opinion that thus a position in dignity not too high for the department, would be prominently accorded. It will not be denied that the officer selected to conduct the duties which must devolve upon this department should be highly efficient; and it must be remembered, that the person selected must resign the department to which he has been previously attached, and in which he will probably have looked forward to high appointments; and that in undertaking the direction of the educational branch, he renders himself liable to be arrested in his career, and to be passed over for the higher appointments which exist in other departments.

Again, the Honourable Court has permitted the appointment of an inspector of prisons, at a salary of 2,500 rupees per mensem, with travelling expenses in addition. Now, however important this office may be, it surely cannot equal, by many degrees, that of the director of education. I recommended the appointment of an assistant secretary, because I believe that the labours of the office, if properly conducted, would be too great for the powers of any one man.

I would here mention, that in considering the administrative working of this Government, nothing has struck me as requiring change and alleviation more than the excessive labour which is heaped upon the heads of departments; their whole time is occupied in the routine duties of their offices, and when I say their whole time, I mean from early morning till late night, with very little relaxation.

Such fatigue is not only prejudicial to the gentlemen concerned, but it is disadvantageous to the public interest, because they must be prevented from making themselves acquainted with many of the modifications and improvements which are yearly made in the numerous branches of political science.

Now, if there be one more than another of the heads of departments who should have leisure time at his command, it is the director of education, inasmuch as he must necessarily require to acquaint himself with the systems which have been adopted, the changes which are being made, and the experiments which are being tried on the subject in all parts of the world.

It is stated, moreover, in Mr. Beadon's letter, "Having regard also to the limited number of schools in the Presidency of Madras, as the number of inspectors proposed seems to the Governor-General in Council excessive," &c.

The proposal which I made, and which was adopted by this Government, was, that there should be six inspectors, and this number certainly did not appear to me excessive.

I was aware that this Presidency was considered greatly in arrear in its educational efforts, in comparison with the other Presidencies, but I was of opinion, that consequently greater exertions were required to make the system at once as general as possible.

The Honourable Court, in their despatch, express themselves as desirous that every district in India should be subject to constant and careful inspection, and they

they manifest a wish to encourage the primary, or, as they are termed, indigenous schools throughout the country.

I believe this to be a wise course, not only in an educational view, as bringing the whole mass of the rising generation under instruction, but as politically expedient; inasmuch as if the measures of the Government are concerted for the good of the people, there will be less probability of their being thwarted by misrepresentation, to which they more especially, a government of foreigners, are liable in case of only a small portion of the population being educated.

Though the number of schools in this Presidency may not be as large as elsewhere, yet it is sufficiently large to occupy much time and care, and it did appear to me advisable that, considering the high expectations which have been generally aroused by the Honourable Court's despatch, and considering also the advantage of possessing such knowledge, the Government should at once acquire full information respecting the state of the schools throughout the country, in order that it might in as short a time as possible be able to declare the basis on which it would commence in its own operations, and also be prepared to make grants in aid.

At present we have little or no information respecting the state of the missionary, or of the primary or indigenous schools: the Government must depend entirely on the reports of its inspectors as to those which may be worthy of receiving assistance.

The number of schools in this Presidency at present, shown by the returns made by the University Board, are—

To these are to be added many schools in Madras and in 14 collectorates.

Government schools - - - - -	7
Private, English and Vernacular - -	14
Missionary - - - - - - -	1,185 (from another return).
Primary or indigenous - - - -	4,507

In eight collectorates;

The returns from the other 14 having been incorrect, or not sent in.

Now the number of inspectors in England, Wales, and Scotland,

In the year 1852, was - - - - - -	18
With assistants - - - - - - -	9
The number of schools inspected - - - -	3,166

The schools in India would, doubtless, not require as much time to be given to them at first as those in England; but, seeing that Government assistance to education is nearly at a minimum there, I felt that six inspectors was hardly too much for a country with an area three times as large, with a population equally numerous, and with the difficulty of having five different languages in ordinary use.

It appeared to me that the Northern Circars might well occupy an inspector.

That Bellary, Cuddapah, Kurnool, and Nellore, might take another.

Madras, Chingleput, and North Arcot, a third.

South Arcot, Salem, Tanjore, Trichinopoly, and Coimbatore, a fourth.

Madura, Tinnevelly, and Travancore,* a fifth.

Malabar and Canara, to which might be added Mysore, a sixth.

* This country would probably gladly avail itself of the use of an inspector.

I have deemed it advisable to make explanation, in order to show that the requisition which was made on the Government of India was not forwarded without some grounds to support it, though it may have been based on a misapprehension of the intentions of the Honourable Court.

In the letters from the Government of India to the Government of Bengal and of the North-Western Provinces, directions are first given respecting the formation of the educational department, which will, of course, be followed by this Government.

2d. The subject of the universities is treated of, on which it appears there must be some delay.

3d. The course to be pursued in making the grant in aid is propounded.

The most important point for this Government to take into conideration on this part of the question is to determine what proposal should be made to the Government of India respecting the amount of funds which are to be placed at its disposal for this purpose.

The

The Government of India authorises the Government of Bengal, and of the North-Western Provinces, to expend a sum equal to five per cent. on the annual educational expenditure.

In this Presidency the sum of 50,000 rupees has been sanctioned as the annual expenditure on education. It has been also suggested that the interest of the education fund should be added; but no sanction has been received, and the funds themselves will shortly be expended on educational buildings.

So that the sum which this Government would have to expend on grants in aid, according to the principle laid down, amounts only to 2,500 rupees.

I am of opinion that it would not be advisable for this Government to attempt to commence proceedings on so small a fund, as it is quite certain that the demands which will be made upon it will be greatly in excess (the only training school in the Presidency having requested an advance of 5,000 rupees to save it from dissolution).

I think, therefore, inquiry must first be made as to the amount which will be sanctioned for the general expenditure on education, in order that this Government may know what degree of encouragement it can hold out to applicants for grants in aid.

Mr. Beadon's letter does not refer specially to the application of this Government for the allowances requested for compilation, translation, &c., of school books, &c. I must therefore infer that the views of this Government are in this, and in other respects, considered unduly extensive, and unnecessarily costly.

On this subject I was obliged to trust to the experience and judgment of others, and I believe the proposal made was considered no more than adequate to provide efficient persons to fulfil the very difficult task of furnishing school books in five different languages.

Guindy, 5 March 1855. (signed) *Harris.*

(True copy.)
(signed) T. Pycroft, Chief Secretary.

EXTRACT from the Proceedings of the Honourable the President of the Council of India, in Council, in the Home Department (Education), under date the 27th July 1855. No. 29.

No. 50.

From *T. Pycroft*, Esq., Chief Secretary to the Government of Fort St. George, to *Cecil Beadon*, Esq., Secretary to the Government of India; dated 8 June 1855.

Sir,

IN acknowledging the receipt of your letter of the 11th ultimo, No. 660, I am directed by the Right Honourable the Governor in Council to transmit for the approval of the Government of India the enclosed draft of a notification which it is proposed to issue, setting forth the rules and conditions under which grants in aid of schools already established, or proposed to be established, by private individuals will be made by the Government of this Presidency. The Governor in Council has deemed it expedient to defer laying down any fixed rules for grants in aid of scholarships, and of stipends for normal students, until the inquiries of the inspectors shall have furnished him with better data than he at present possesses for deciding as to the principles upon which grants for such purposes may be most judiciously regulated. Public Department.

2. I am directed to state that the detailed statements of establishments referred to in the 4th para. of your letter, now under reply, will form the subject of a future communication, after the return of the director of public instruction, who is about to visit Calcutta for the purpose of visiting the educational establishments in that city, and making himself acquainted with the system of Government education in Bengal.

I have, &c.
Fort St. George, 8 June 1855. (signed) *T. Pycroft*, Chief Secretary.

DRAFT of Educational Notification.

No. 30. Enclosure.

WITH reference to Paras. 51 and 62 of the Honourable Court of Directors Educational Despatch to the Government of India, dated the 19th July 1854, the director of public instruction gives notice that he is prepared to receive applications for grants in aid of schools, either already established, or proposed to be established by private subscriptions or endowments.

2. These grants will be made with a special view to the extension and improvement of the secular education of the people, and will be given impartially to all schools, whether male or female, Anglo-vernacular or vernacular, (so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government, may render it desirable) which impart a sound education, and the managers of which may consent to submit to the conditions mentioned below. It will be essential to the consideration of applications for aid, that the schools on behalf of which they are preferred should be under the management of one or more persons, who, in the capacity of proprietors, patrons, trustees, or members of a committee elected by the society or association, by which the school may have been founded, will be prepared to undertake the general superintendence of the school, and to be answerable for its permanence for some given time.

3. No grants will exceed the amount of funds raised from local or other sources for the purposes for which the grants are sought; and, as a general principle, except in the case of normal schools for training teachers, grants will be made only for specific purposes, and not in the form of simple contributions in aid of the general expenses of a school.

4. Except in the case of normal schools for training teachers, grants will be restricted to those schools in which some fee, however small, is exacted from the scholars.

5. All applications for grants must be accompanied by a declaration, that the applicants are prepared to subject the school, on behalf of which the application is made, to the inspection of a Government inspector, and to conform to the conditions hereunder specified for the regulation of such grants; and no grant will be made until it shall have been ascertained from the report of an inspector—

1st. That the case is deserving of assistance.

2d. That the grant applied for will not supersede the efforts of associations or individuals.

6. The following are the specific objects for which grants will be given :—

1st. The erection, enlargement, or repair of school buildings.

2d. The provision of school furniture.

3d. The augmentation of the salaries of the teachers, or provision of additional teachers.

4th. The provision of stipends for pupil teachers, and of gratuities to teachers who undertake to instruct them.

5th. The provision of school books, maps, and school apparatus, at reduced prices, according to the circumstances of the case.

7. The following are the conditions upon which grants will be made for the objects above specified :—

1st. It will be a condition of all grants towards the erection, enlargements, or repair of school buildings, that such rules as shall be laid down in regard to the dimensions and arrangements of the school buildings with reference to the number of scholars they are designed to accommodate, shall be duly observed, and that the permanent assignment of the buildings for school purposes shall be adequately secured.

2d. Applications for grants for the provision of school furniture must be accompanied by a declaration on the part of the applicants, that they will be

be personally responsible for the due preservation of the furniture of the school, and for its being reserved for the purposes for which it is supplied.

3d. Application for grants in augmentation of the salaries of teachers, or for providing additional teachers, like other applications for aid, will be referred to a Government inspector for report on the merits of the school and qualifications of the teachers, and their continuance will depend upon the periodical reports of the inspector on the merits and proficiency of the teachers, as ascertained at his periodical examinations of the school.

4th. Grants for the payment of stipends to pupil teachers will be made only to those schools in regard to which the inspector may report that the master is competent to instruct such pupil teachers; and the continuance of such stipends, as well as the amount of gratuities to be assigned to the masters for the instruction of the pupil teachers, will depend upon the proficiency of the latter.

5th. Grants of school books, maps, or apparatus at reduced prices will be accompanied by the condition that the books shall be appropriated *bonâ fide* to the use of the masters and scholars, and that due means shall be taken for their preservation.

8. Grants will also be given in aid of scholarships and of stipends for normal students, the rules for which will be notified hereafter.

9. No payments will be made by Government until the proportion of funds which, under the conditions of the grant, is to be contributed from local or other sources shall have been actually paid.

REVISED RULES AND CONDITIONS.

Notification.

1. With reference to paras. 51 to 62 of the Honourable Court of Directors' Educational Despatch to the Government of India, dated the 19th July 1854, the Director of Public Instruction gives notice that he is prepared to receive applications for grants in aid of schools either already established, or proposed to be established, by private subscriptions or endowments. No. 31.

2. These grants will be made with a special view to the extension and improvement of the secular education of the people, and will be given impartially to all schools, whether male or female, Anglo-vernacular or vernacular (so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government, may render it desirable), which impart a sound secular education, and the managers of which may consent to submit to the conditions mentioned below. It will be essential to the consideration of applications for aid, that the schools on behalf of which they are preferred should be under the management of one or more persons who, in the capacity of proprietors, patrons, trustees, or members of a committee elected by the society or association by which the school may have been founded, will be prepared to undertake the general superintendence of the school, and to be answerable for its permanence for some given time.

3. No grants will exceed the amount of funds raised from local or other sources for the purposes for which the grant is sought; and, as a general principle, except in the case of normal schools for training teachers, grants will be made only for specific purposes, and not in the form of simple contributions in aid of the general expenses of a school.

4. Except in the case of normal schools for training teachers, grants will be restricted to those schools in which some fee, however small, is exacted from the scholars.

5. All applications for grants must be accompanied by a declarationthat the applicants are prepared to subject the school, on behalf of which the application is made, to the inspection of a Government inspector, such inspection and examination having no reference to religious instruction, but only to secular education. The applicants must further declare their willingness to conform to

to the conditions hereunder specified for the regulation of such grants, and no grant will be made until it shall have been ascertained from the report of an inspector—

1st. That the case is deserving of assistance.

2d. That the grant applied for will not supersede the efforts of associations or individuals.

6. The following are the specific objects for which grants will be given :—

1st. The erection, enlargement, or repair of school buildings.

2d. The provision of school furniture.

3d. The augmentation of the salaries of the teachers, or provision of additional teachers.

4th. The provision of stipends for pupil teachers, and of gratuities to teachers who undertake to instruct them.

5th. The provision of school books, maps, and school apparatus at reduced prices, according to the circumstances of the case.

7. The following are the conditions upon which grants will be made for the objects above specified :—

1st. It will be a condition of all grants towards the erection, enlargement, or repair of school buildings, that such rules as shall be laid down in regard to the dimensions and arrangements of the school buildings, with reference to the number of scholars they are designed to accommodate, shall be duly observed, and that the permanent assignment of the buildings for school purposes shall be adequately secured.

2d. Applications for grants for the provision of school furniture must be accompanied by a declaration on the part of the applicants that they will be personally responsible for the due preservation of the furniture of the school, and for its being reserved for the purposes for which it is supplied.

3d. Application for grants in augmentation of the salaries of teachers, or for providing additional teachers, like other applications for aid, will be referred to a Government inspector for report on the merits of the school and qualifications of the teachers, and their continuance will depend upon the periodical reports of the inspector on the merits and proficiency of the teachers as ascertained at his periodical examinations of the school.

4th. Grants for the payment of stipends to pupil teachers will be made only to those schools in regard to which the inspector may report that the master is competent to instruct such pupil teachers; and the continuance of such stipends, as well as the amount of gratuities to be assigned to the masters for the instruction of the pupil teachers, will depend upon the proficiency of the latter.

5th. Grants of school books, maps, or apparatus at reduced prices will be accompanied by the condition that the books shall be appropriated *bonâ fide* to the use of the masters and scholars, and that due means shall be taken for their preservation.

8. Grants will also be given in aid of scholarships and of stipends for normal students, the rules for which will be notified hereafter.

9. No payments will be made by Government until the proportion of funds which, under the conditions of the grant, is to be contributed from local or other sources, shall have been actually paid.

10. It is to be distinctly understood that grants in aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

(signed) *C. Beadon,*
Secretary to the Government of India.

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MINUTE by the Right Honourable the Governor-General, concurred in by his Excellency the Commander-in-Chief, dated the 3 June 1856.

In India, Public, No. 36, 1856. Home Cons. 25th July 1856, No. 75.

Presidency College.

IN this letter* from the Secretary of the Government of Bengal the Lieutenant-governor asks for further instructions from the Supreme Government before proceeding to the purchase of the ground indicated in their letter of Sept. 14th, 1855, as the site of the Presidency College.

* No. 951, 2d April 1856.

That letter authorised the Lieutenant-governor to make the purchase and to clear the ground forthwith. But this has not been done, because, as explained by his Honor, a doubt has been raised by the Director of Public Instruction whether a Presidency college will ever be needed, and because, in the opinion of the Lieutenant-governor himself, unless it can be established that a college can be built at a more reasonable cost than 20 lacs of rupees, the sum named by Colonel Goodwyn, no steps ought to be taken towards purchasing the ground.

It does not appear to me that any further delay need take place for either reason.

I cordially agree in the objections felt by his Honor and by the Director of Public Instruction to an expenditure of 20,00,000 rupees upon the edifice of the college. I believe that such an expenditure, having regard to the educational wants of the country and to the means of the Government towards supplying those wants, would be little better than a wicked waste. But I also believe that any outlay approaching to that sum is utterly unnecessary, so much so that I should be as little disposed to countenance it if the Treasury were overflowing, as I am at the present moment.

If the present Medical College Hospital, with the ground upon which it stands, cost no more than 2½ lacs, and if the price was enhanced by the accident, against which care may secure any future building, of a bad foundation, I feel perfectly confident that, after a site for the college shall have been provided, a very small excess over that sum ought to supply all that will be wanted in the way of building for some years to come.

I say for some years, because, in the circumstances in which we are placed, I earnestly deprecate the attempt to conceive and plan a perfect, self-contained integral building, calculated to meet all the requirements of college and university now and for ever.

There is much that is plausible and attractive on a professedly complete plan, and there is something of slovenliness and makeshift in one which is not so. But in order to construct with one intention a large edifice suited to divers purposes, and to make sure that it shall serve its purposes when all is done, it is necessary to know accurately what and how many those purposes will be.

I believe that this knowledge is not in our possession, and I greatly doubt whether it is at present attainable.

It is certain that rooms will be wanted for lectures, libraries, museums, laboratories, and sundry other uses. It is certain that, whatever the number may be, they should be spacious, airy, and commodious. But how many teachers will find employment in them is very imperfectly known. It is scarcely determined into how many branches the instruction to be given shall be divided; whilst it is probable that, as in the English universities and colleges, old and new, the same lecture-room and theatre may be used for many purposes, and that by a judicious arrangement of hours and courses very various work may be conveniently done within the same four walls.

I see it assumed that the chief officers of the college are to be lodged in the building. I hope not. The expense thereby incurred would be very great, and the advantage I venture to think very questionable.

I find it stated by the chief engineer that the college, as now ordered, comprises an anatomical building nearly as large as the present Medical College Hospital; and on the plan of the ground proposed for purchase such a building is projected upon the site of the present medical college. I do not see that this scheme has received the sanction of the Government of India; and I earnestly recommend that no such sanction be given until it shall have been shown that the requirements of Calcutta in respect of a museum and school of anatomy are fourfold greater than those of London or Edinburgh.

It appears to me that in seeking to determine what accommodation shall be provided for the college in the first instance, the aim should be, not to calculate how many rooms each professor and his classes can occupy, and, adding these together, to call upon the architect to provide enough for all, but rather to ascertain how few rooms will suffice for an undeveloped institution which is feeling its way amongst a people whose tastes and tendencies in the higher branches of education are as yet imperfectly proved.

It will be said perhaps that this mode of proceeding, whatever present advantage it may have, entails patchwork construction, and consequently a want of architectural unity.

I do not admit it. There is no inseparable difficulty in so designing the parts which may be first constructed that those which follow shall be easily adapted to them in style, proportions, and external plan. Nor if the style be, as unquestionably it ought to be, simple, need the primary building be, by reason of its incompleteness, unsightly.

The Banqueting House at Whitehall, though a small fraction of a gigantic design, is none the less the handsomest and most faultless structure in London; and Somerset House, though begun in 1775, and not finished until 1855, was certainly no eyesore during the years which intervened.

It is, however, essential to this view, not only that the site should be well chosen, but that the space secured in the first instance should be so ample as to put any apprehension of the scheme being cramped in its completion out of the question. If this be done, I see no danger whatever in beginning upon a plan which shall confessedly leave much regarding the arrangement and extent of such parts of the whole as are not immediately required to future decision. On the contrary, in the circumstances in which we are placed, it appears to me to be the only prudent course.

The condition, however, of an ample space, and even of an unencumbered margin, is indispensable; and I submit that it should be secured at once, even at a large cost. I do so with less reluctance, because I believe that no Government ever yet repented of the acquisition of land within its own capital. And, whatever may be the ultimate fate of the Presidency College, I prophesy confidently that the possession of such an area as is described in the chief engineer's plan will never prove a very bad investment to the Government of India.

In regard to the anticipation of the Director of Public Instruction that the need of a Government College in Calcutta for purposes of general education may have passed away by the time when the edifice is approaching completion, I will only say that in the course of my inquiries and short experience, I have met with nothing which leads me to so sanguine a hope.

It appears to me most improbable that the missionary or other private establishments should be able to command, or should seek to command, such an amount and variety of teaching ability as the Government can without difficulty bring to its aid; and even should they succeed in doing so, there will always be many amongst the natives of the higher class to whom an education in a missionary school will not be acceptable.

I submit, then, that the Supreme Government should not be deterred from requesting the Lieutenant-governor of Bengal to act upon their former intention by completing the purchase of the ground in question; and I propose that the larger space, valued at 6 ½ lacs, be taken, if it can be obtained for that sum.

In regard to the plan of the building, it does not appear from the letter of the Government of Bengal what progress had been made towards ascertaining from the officers of the education department the amount of accommodation required.

It is desirable that the Supreme Government should be in possession of the report of those officers with as little delay as possible, and before any proceedings in the Department of Public Works are founded upon it.

3 June 1856. (signed) *Canning.*

I cordially agree in the view taken of this question by the Governor-General.

3 June 1856. (signed) *George Anson.*

MINUTE by the Honourable *J. A. Dorin*, dated 7th June 1856.

Home Cons. 25 July 1856, No. 76.

Presidency College, and the purchase of a site for it.

I CANNOT think that the Government will be prudent in laying out 6½ lacs of rupees, or rather, I should say, nearly 10 lacs of rupees,* in the purchase of land, until it knows with tolerable accuracy what will be the further cost of the buildings proposed to be erected on it, and thus be able to form some judgment of the total outlay of which this heavy instalment is only a beginning.

I should be sorry to allow this preliminary purchase of land to be an argument for incurring further expenditure, in order to justify the original bargain.

The price seems to me enormous, and I do not believe it could be obtained from any purchaser but the Government; from its position, the land will be nearly useless to the Government, excepting for a college, and I have never thought it a very good situation even for that purpose; but however this may be, I know of no reason for supposing that a little delay in buying will have any effect in enhancing the price of the ground.

I strongly recommend that this purchase be not made till the Government sees its way in advance somewhat more clearly than at present.

There is no need of hurry, and a few months at furthest should put us in possession of all the information requisite for deciding on a complete project of works.

The Honourable the Court of Directors have expressed only a qualified willingness to sanction the erection of a suitable edifice for a Presidency college, at a cost of eight lacs of rupees; whether they considered this to include the price of the land on which the building was to be situated is not clear, but admitting that they did not do so, I can readily imagine they will be as startled as I am myself at finding that† the enormous outlay of 6½ lacs of rupees is estimated to be necessary for the acquisition of a site before a single brick of the new edifice can be laid.

I question whether the Government of India is at liberty to incur this heavy additional outlay without the previous sanction of the Honourable Court.

But I make these remarks in a spirit of precaution only, for in every other respect I assent entirely to the argument of the Right honourable the Governor-General.

7 June 1856. (signed) *J. Dorin.*

MINUTE by the Honourable *J. P. Grant*.

Home Cons. 25 July 1856, No. 77.

Presidency College.

1. I ENTIRELY agree with the Right Honourable the Governor-General in objecting decidedly to any proposal for the expenditure of 20 lacs of rupees, or anything approaching to that sum, upon the edifice of the Presidency College; and in believing that any outlay approaching to that sum is utterly unnecessary. I had some little share in the consultations, in consequence of which the scale of accommodation proposed in the plan of an edifice which was sent home to the Honourable Court in 1854 was fixed. The estimated cost of an edifice upon that plan, which provided for due architectural effect, was little more than eight lacs,‡ and a part of that sum might be set off fairly by the saving of house-rent now paid to two principals, both of whom would by that plan be provided with house-room. I am quite satisfied that within this outlay, however the accommodation may be arranged, sufficient accommodation for all the real wants of the college, including a hall and an office-room for the senate of the University, may be provided.

‡ *Rs.* 8,09,564 exactly.

2. I cannot

* Prime cost of land - - - - - - - - - -	6½ lacs.
Add 50 per cent. estimated for law and arbitration charges - -	3¼ "
	9¾ lacs.

† It appears, too, that 50 per cent. was to be added to this sum for law and arbitration charges. *See* letter of Director of Public Instruction, dated 17th March 1856, so that the prime cost of the land will amount to nearly 10 lacs of rupees.

2. I cannot think the objections now raised by the Director of Public Instruction to the scheme of a Presidency College otherwise than very much out of time and place. That scheme was not an immature and hasty project. It was carefully discussed and deliberately recommended by the late Council of Education, whose long-considered and unanimous opinion would not be less worthy of attention than that of Mr. Young, even if it stood alone. But having been backed by the cordial support of successive Governments of Bengal and India; having met with the unqualified approval of the Home Government, who have ordered its institution; and having been now, under such auspices, actually instituted, it seems to me that the Presidency College ought not to stand still because of the doubts of an individual educationist.

3. The notion that private enterprise and charity in India will shortly be able to establish at the capital such an institution as the London University, after having filled to overflowing all those channels in the provinces through which, by humbler but most useful means, the educational wants of a hundred millions of people must be supplied, is surely a baseless imagination. As if in mockery of such dreams, the very box which brought round Mr. Young's prognostication on this point, contained another despatch from the same gentleman, with the earnest solicitation of the committee of a little and very cheap School of Arts, established a year or two ago in Calcutta, that Government would be pleased to adopt and take entirely over to itself this useful little establishment, because, although it had not been unsuccessful in its object, and was largely assisted by a grant in aid from the State, its means from private enterprise and charity were already dwindling away.

4. I wish Mr. Young, instead of himself obstructing the progress of the college by the needless questioning of a measure that has been determined upon by authority higher than any in India, had in the exercise of his own proper functions prevented the obstruction which with different motives has been caused by the absurdly extravagant demands for space which have been made and attended to. Who authorised Colonel Goodwyn to waste his own time and the time of his establishment in making detailed plans and estimates for an edifice called an anatomical department, considerably larger than the college hospital; and for another edifice upon an immense scale, to be called a chemical department? As the Governor-General has stated, no such buildings were ever authorised by the Government of India, and no such extravagances were ever contemplated by this Government. The eight lacs plan provided ample room for a medical museum and a chemical laboratory. It provided also ample space for a geological museum and a library; a great hall, theatres, and class-rooms; professors' private rooms, and apartments for the resident medical pupils; upon what Dr. Mouat, who knows more of the wants both of the medical and general branches of the college than any one else is likely to know, believed to be a most liberal estimate.

5. It is strange to find Mr. Young, after the plan has been blown out from eight to 20 lacs, mainly by accepting the extravagant claims of the medical college branch for space, using the cost of such extravagant provision as an argument, not for reducing the provision within reasonable limits, to do which was in his peculiar province, but for building no college at all; whilst in the very same letter he tells us that it is the general opinion of the medical professors that a lac of rupees, or thereabouts, would improve and enlarge the buildings of the old medical college, so as to suffice for all probable requirements for several years to come. What those buildings are, and how much money has already been wasted in patching them, we all know.

6. Considering the erection of a new edifice for both the general and medical branches of the Presidency College, at least of one not to cost more than about the sum of eight lacs of rupees, besides what may be required for the accommodation of the new senate, as a measure already approved by the Honourable Court; provided the plan proceeds from the Department of Public Works, and the necessary accommodation cannot be afforded at a less cost, with a due regard to architectural effect; and feeling no doubt of the wisdom of the measure, I do not see why the ground for such an edifice to stand on should not be immediately purchased. I do not read the despatch of the Honourable Court, dated the 16th of May 1855, as expressing only a qualified willingness to erect an edifice

edifice at the cost of eight lacs of rupees for the Presidency College. I read that despatch as expressing positively the Honourable Court's willingness to incur that expense for that object, "should it be eventually found necessary to incur the whole of the contemplated expense," after taking certain precautions which they prescribe for securing the execution of the work "upon the best plan procurable, in the most substantial manner, and at the same time at the lowest cost consistent with those conditions, and with a due regard to architectural effect." We have long ago requested the precautions prescribed by the Honourable Court to be taken, by referring the plans to the proper department under the Bengal Government. On looking at our secretary's letter, wherein that reference was made,* I observe passages which may have encouraged the officers of the Bengal Government to the undue expansion of the plan, when, as is evident, they required no urging in that direction. But all that is necessary is to correct this tendency by our present orders, in the spirit of the Governor-General's Minute. Acting in that spirit, I have not a shadow of doubt of the sufficiency of eight lacs of rupees for all present purposes; and therefore I see no reason for delaying the purchase of ground, which it will be necessary to have whatever plan be adopted here, and finally approved at home. The ground is rising in value every day, and the operation of purchasing and clearing is tedious, and less costly the less it is hurried.

* *See* in Desp. P. W. to Bengal, 14 Sept. 1853.

7. My honourable colleague, Mr. Dorin, does not feel quite sure that the sum of eight lacs did not include the value of the ground. A reference to the papers shows that it did not. The estimate submitted to the Honourable Court professed to be, and was an estimate for the cost of the building only. Therefore the willingness of the Honourable Court to sanction, if necessary, so much for the building, involves of course their approval of appropriating a reasonable space of ground whereon to place it.

8. I think the position of the college hospital fixes the college to its close neighbourhood. The present straggling buildings of the Medical College are close to the hospital on one side; but even supposing the ground they occupy to be large enough for the Presidency College, which I believe is not the case, we cannot do without them whilst the new edifice is building. I do not, therefore, see that there is any choice of ground.

9. I am of opinion, however, that much less ground than is proposed will suffice for the present purpose. It is proposed to place the college in the centre of a cleared block, which is to cost five lacs of rupees, whereby its nearest point would be 190 yards removed from the hospital; too far, I think, for convenience. By moving it 80 or 90 yards to the south, nearer the hospital, and placing it immediately to the north of Colootollah-street, the relative positions of the two buildings would be more convenient; and two-fifths or so of the large space to be purchased might be left unpurchased if not wanted for other purposes. In this, or in any other case, it will be necessary to clear the land between Colootalloh-street and the hospital of a bazar, which shuts that building closely in on the north. The value of this land, I understand, is estimated at half a lac of rupees; but its clearance would be indispensable for the sake of the ventilation of the hospital even if it was not necessary for that of the college.

10. I altogether disregard what Mr. Young says of the cost of the legal proceedings being half the cost of the land. The Government law officers do such business for their salaries; and were it otherwise, it seems clearly unreasonable to assume that, because some little purchase of the Municipal Commissioners for 1,000 rupees or so has involved a lawyer's bill of 500 rupees, transactions of lacs of rupees will involve the same per-centage of law charges.

11. In all that the Right Honourable the Governor-General says of the wisdom of a Government acquiring ample space of land in its capital, even at large cost, I must fully concur. The purchase of land is not expenditure; it is but the exchange of one species of valuable property for another. The general wisdom of a Government acquiring ample blocks of land in such circumstances, is tested by supposing the converse of the process. When was this, or any other Government, willing to sell land it happened to possess around its great public buildings in its capital, whatever sum of money might have been obtainable for it? What no Government would choose to sell at any fancy price that ever was offered, it

it is surely wise in any solvent Government to buy at the common market price, before that price has been raised by improvements in the neighbourhood.

12. I would remark on the question of providing house room for the principals within the walls, that as there are resident students in the medical branch of the college, it has been found by experience indispensable for the head of that branch to reside in the close proximity of the college.

17 June 1856. (signed) *J. P. Grant*

Home Cons., 25 July 1856, No. 78.

Presidency College.

MINUTE by the Honourable *B. Peacock.*

I CONCUR with the Right Honourable the Governor-General.

20 June 1856. (signed) *B. Peacock.*

In F. S. G. Public Letter (No. 20), 1855.

EXTRACT, Fort St. George, Public, Diary to Consultation of 14th November 1854.

Received the following:

MINUTE by the Right Honourable the President, dated 4th November 1844.

BY the tenor of the despatch, No. 44, I gather that the first point on the subject of education of which it treats, which this Government has at once to consider, is, that of laying before the Government of India a proposal for organising an education department "preparatory to the introduction of the changes and improvements which have been directed by the Honourable Court.

The despatch on the general education of India gives full scope to the most extensive operations on this most important topic; and authorises the promotion of education universally from the smallest village to the largest towns, and from amongst the wildest and least civilized classes of the population, to those who are the most cultivated.

To organise a general scheme of this nature adapted to the wants, the habits, and customs of this Presidency, and also with reference to the advances already made on this subject, must require some time in order that the information which will be required before any system can be laid down, may be collected. It is therefore of primary importance that the Government should be authorised to employ, as soon as possible, such agents as they may consider necessary for initiating their proceedings.

In paragraph 21 of the despatch to the Government of India, the Honourable Court lay down a very important principle, which I am of opinion should be fully adhered to. "We desire, * * and that in any case the scale of their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform."

The office which must first be filled up is that of secretary of the Education Department; and I think it should be placed on an equal footing, both as to position and salary, with the Judicial and Revenue Departments.

I am, moreover, of opinion that both these departments require an assistant secretary; and therefore I should at once propose one for that now under consideration.

In addition, it would be necessary to appoint some inspectors, who should, as soon as possible, travel over the country and report on the state of the schools in actual existence.

Six of these would probably be sufficient at first.

I cannot pretend to give any decided opinion about their salaries; but I should think 1,000 or 1,200 rupees a month, and a certain allowance for travelling expenses, would be a fair recompense for able and superior men.

Further, I think the Government would require full authority to organise at once, upon good salaries, a committee for the purpose of compiling, constructing, and translating school books, both in English and in the vernaculars.

With this machinery settled and conceded, the Government would be in a position to form a general system on which it might be prepared to act, should it meet with the concurrence of the Government of India.

I propose,

I propose, therefore, that the sanction of the Government of India should at once be requested for—

	Rs.	a.	p.	
One secretary for Education Department, at - -	3,333	5	4	
One assistant secretary - ditto, at - - -	1,350	–	–	
Six inspectors, at - - - - - - - -	1,200	–	–	and
an allowance for travelling.				
A Board or Committee for school books, &c., at ———				

(signed) *Harris.*

MINUTE by the Honourable *J. F. Thomas*, Esq.

I CONCUR. I think it highly desirable that this Government should have authority conceded to it at once, for the employment of the agency proposed by the President. This agency, although it may not be obtainable immediately, will be necessary within a limited period, to give effect to the Honourable Court's despatch; and it cannot be too early put into operation. It is obvious that the general education of the people will become daily of more importance, in proportion as railroads and other public works, which shall develope and add to the material well-being of the people, are carried forward.

6 November 1854. (signed) *J. F. Thomas.*

MINUTE by the Right Honourable the President.

THE Government of India, in a letter from its secretary, Mr. Beadon, addressed to Sir Henry Montgomery, has forwarded this Government copies of the letters which have been addressed to the Government of Bengal, and of the North Western Provinces, on the subject of education; and also a copy of the instructions given to the committee appointed to prepare a scheme for the establishment of universities in the Presidency towns of Calcutta, Madras, and Bombay.

The Governor-General in Council, moreover, requests that this Government will favour the committee with a list of the persons whom it is intended should form the senate of the future university, and with the views and opinions of the local Government in regard to the measures to be adopted for carrying out the Honourable Court's plan of an university in the Presidency of Madras.

It is, I consider, the duty of this Government to attend to this request immediately, and I propose that the subject mentioned should be taken into consideration on the next Council day.

The secretary to the Government of India then goes on to state that he is directed to take this opportunity of acknowledging, and of replying to Sir H. Montgomery's letter, No. 78, dated the 9th November last.

In this reply the proposal made by this Government respecting an educational staff is commented on, and as this Government did me the honour of adopting the suggestions on this subject which I made in my Minute of 4th November 1854, I think it advisable that I should make some explanatory remarks on the views I entertained, having reference at the same time to the comments made, in the order in which they are found in Mr. Beadon's letter.

First, he writes, "In this letter the Government of Madras proposes, not as the permanent establishment, but only as the agency necessary for initiating their proceedings, &c. &c."

This Government certainly declared its opinion, that it was advisable to organise an educational department as an initiatory proceeding, because it felt the necessity for the assistance which would be required, if proceedings on the subject were to be carried on on a comprehensive scale, as it was led to suppose would be the case from the tenor of the Honourable Court's despatch.

But in making the requisition to the Government of India, I think I can safely affirm, that it was supposed that the educational establishment which was proposed would be fully sufficient to fulfil all the duties of the department efficiently, not only at once, but also for some years.

I regret that the establishment proposed should have appeared to the Governor-General in Council to be unduly extensive and unnecessarily costly, because

because I feel sure that there was no intention on the part of this Government to create any expenditure which might be avoided.

But though I am quite ready to attempt to introduce the system on the reduced scale which has been laid down, I must be allowed, at the same time, with great deference to express my adherence to the opinion which I have already given.

The whole question must turn upon the comprehensiveness of the scheme which is to be adopted, and upon the degree of importance which is not only to be attached to the subject, but which is to be given to it, as manifested to the eyes of the people of India.

I may have misapprehended the intentions of the Court of Directors as expressed in their despatch, and have been led into this error by the views which I myself entertain on this subject.

I must confess to thinking, that when the Government has once resolved to take part in the direction of education, that no degree of importance which can be attached to the subject can be excessive, and that no amount of combined exertion to produce a successful result can be too great.

Holding these views, I proposed that there should be a secretary for education on a footing equal to the Financial Secretary, because I was of opinion that thus a position in dignity not too high for the department would be prominently accorded. It will not be denied that the officer selected to conduct the duties which must devolve upon this department should be highly efficient, and it must be remembered that the person selected must resign the department to which he has been previously attached, and in which he will probably have looked forward to high appointments, and that, in undertaking the direction of the educational branch, he renders himself liable to be arrested in his career, and to be passed over for the higher appointments which exist in other departments.

Again, the Honourable Court has permitted the appointment of an Inspector of Prisons, at a salary of 2,500 rupees per mensem, with travelling expenses in addition; now, however important this office may be, it surely cannot equal, by many degrees, that of the Director of Education. I recommended the appointment of an assistant secretary, because I believe that the labours of the office, if properly conducted, would be too great for the powers of any one man.

I would here mention that, in considering the administrative working of this Government, nothing has struck me as requiring change and alleviation more than the excessive labour which is heaped upon the heads of departments; their whole time is occupied in the routine duties of their office; and when I say their whole time, I mean from early morning till late night, with very little relaxation.

Such fatigue is not only prejudicial to the gentlemen concerned, but it is disadvantageous to the public interest, because they must be prevented from making themselves acquainted with many of the modifications and improvements which are yearly made in the numerous branches of political science.

Now if there be one more than another of the heads of departments who should have leisure time at his command it is the Director of Education, inasmuch as he must necessarily require to acquaint himself with the systems which have been adopted, the changes which are being made, and the experiments which are being tried on the subject in all parts of the world.

It stated moreover in Mr. Beadon's letter,—"Having regard also to the limited number of schools in the Presidency of Madras, the number of inspectors proposed seems to the Governor-General in Council excessive, &c."

The proposal which I made, and which was adopted by this Government, was that there should be six inspectors, and this number certainly did not appear to me excessive.

I was aware that this Presidency was considered greatly in arrear in its educational efforts in comparison with the other Presidencies, but I was of opinion that, consequently, greater exertions were required to make the system at once as general as possible.

The Honourable Court, in their despatch, express themselves as desirous that every district in India should be subject to constant and careful inspection; and they manifest a wish to encourage the primary, or as they are termed, indigenous schools, throughout the country.

I believe this to be a wise course, not only in an educational view, as bringing the whole mass of the rising generation under instruction, but as politically expedient, inasmuch as, if the measures of the Government are concerted for the

the good of the people, there will be less probability of their being thwarted by misrepresentation, to which they, more especially a Government of foreigners, are liable, in case of only a small portion of the population being educated.

Though the number of schools in this Presidency may not be as large as elsewhere, yet it is sufficiently large to occupy much time and care, and it did appear to me advisable that, considering the high expectations which have been generlly aroused by the Honourable Court's despatch, and considering also the advantage of possessing such knowledge, the Government should at once acquire full information respecting the state of the schools throughout the country, in order that it might, in as short a time as possible, be able to declare the basis on which it would commence in its own operations, and also be prepared to make grants-in-aid.

At present we have little or no information respecting the state of the missionary, or of the primary or indigenous schools; the Government must depend entirely on the reports of its Inspectors as to those which may be worthy of receiving assistance.

The number of schools in this Presidency at present shown by the returns made by the University Board, are,—

Government schools, 7; private, English and vernacular, 14; missionary, 1,185, (from another return); primary or indigenous, 4,507,* in eight collectorates; the returns from the other fourteen having been incorrect, or not sent in.

Now the number of Inspectors in England, Wales and Scotland, in the year 1852, was 18; with assistants, 9; the number of schools inspected, 3,166.

The schools in India would doubtless not require as much time to be given to them at first, as those in England; but, seeing that Government assistance to education is nearly at a minimum there, I felt that six Inspectors was hardly too much for a country with an area three times as large, with a population equally numerous, and with the difficulty of having five different languages in ordinary use.

It appeared to me that the Northern Circars might well occupy an Inspector; that Bellary, Cuddapah, Kurnool, and Nellore might take another; Madras, Chingleput and North Arcot, a third; South Arcot, Salem, Tanjore, Trichinopoly, and Coimbator, a fourth; Madura, Tinnevelly, and Travancore,† a fifth; Malabar and Canara, to which might be added Mysore, a sixth.

I have deemed it advisable to make this explanation, in order to show that the requisition which was made on the Government of India was not forwarded without some grounds to support it, though it may have been based on a misapprehension of the intentions of the Honourable Court.

In the letters from the Government of India to the Government of Bengal, and of the North Western Provinces, directions are first given respecting the formation of the educational department, which will, of course, be followed by this Government.

Secondly. The subject of the Universities is treated of, on which it appears there must be some delay.

Thirdly. The course to be pursued in making the grants-in-aid is propounded.

The most important point for this Government to take into consideration, on this part of the question, is to determine what proposal should be made to the Government of India respecting the amount of funds which are to be placed at its disposal for this purpose.

The Government of India authorises the Government of Bengal and of the North Western Provinces to expend a sum equal to five per cent. on the annual educational expenditure.

In this Presidency the sum of 50,000 rupees has been sanctioned as the annual expenditure on education. It has been also suggested that the interest of the education fund should be added; but no sanction has been received, and the funds themselves will shortly be expended on educational buildings.

So that the sum which this Government would have to expend on grants-in-aid, according to the principle laid down, would amount only to 2,500 rupees.

I am

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* To these are to be added many schools in Madras and in 14 Collectorates.

† This country would probably gladly avail itself of the use of an inspector.

I am of opinion that it would not be advisable for this Government to attempt to commence proceedings on so small a fund, as it is quite certain that the demands which will be made upon it will be greatly in excess (the only training school in the Presidency having requested an advance of 5,000 rupees to save it from dissolution).

I think, therefore, inquiry must first be made as to the amount which will be sanctioned for the general expenditure on education, in order that this Government may know what degree of encouragement it can hold out to applicants for grants-in-aid.

Mr. Beadon's letter does not refer specially to the application of this Government for the allowance requested for compilation, translation, &c., of school books, &c. I must, therefore, infer that the views of this Government are, in this and other respects, considered unduly extensive and unnecessarily costly.

On this subject I was obliged to trust to the experience and judgment of others; and, I believe, the proposal made was considered no more than adequate to provide efficient persons to fulfil the very difficult task of furnishing school books in five different languages.

(signed) *Harris.*

Guindy, 5 March 1855.

In Madras Public Letter, No. 31, 1855.

EXTRACT, Fort Saint George, Public Diary to Consultation of 24 July 1855.

Read the following papers:—

MINUTE by the Right Honourable the President.

The President proposes the following appointments:—

The Reverend John Richards, A.M., to be an Inspector of Schools;
John George Thompson, Esq., Civil Service, to be an Inspector of Schools.

(signed) *Harris.*

Government House, 21 July 1855.

[Ordered to be inserted in the "Gazette."]

EXTRACT, Fort Saint George, Public Consultation of 24 July 1855.

Read the following:—

(No. 982.)

Messrs. Richards and Thompson, as inspectors, will each draw a salary of (1,000) one thousand rupees per mensem.

They will also draw, when travelling on duty, a travelling allowance of (8) eight annas per mile for the distance actually travelled, and (4) four rupees per diem for the time that they may halt on duty; provided, however, that they are not to draw at any one time for more than 12 days at the same place.

Fort Saint George, 24 July 1855.

(No. 983.)

The appointment of the Reverend Mr. Richards to be inspector of schools is made without prejudice to his position and privileges as an assistant chaplain on the Madras establishment. The arrangement will, however, be subject to the approval of the Honourable the Court of Directors; and in the event of their not approving, Mr. Richards will be at liberty to make his election between being transferred permanently and absolutely to the educational department, and reverting to his duties as assistant chaplain. The chaplaincy of St. Thomas' Mount will not be filled up until the pleasure of the Honourable Court be known.

Fort St. George, 24 July 1855.

EXTRACT,

123

EXTRACT, Fort St. George, Ecclesiastical Consultation of 31 July 1853.

Read the following letter:—

From the Right Reverend the Lord Bishop to the Right Honourable the Governor, &c., &c., &c. No.

My Lord, Fort St. George.

I HAVE the honour to acknowledge the receipt of the chief secretary's letter, No. 241, of the 17th instant, informing me of your Lordship's intention to appoint the Rev. Mr. Richards, chaplain of St. Thomas' Mount, to be one of the inspectors of schools on the new educational arrangements.

I entirely concur in the view your Lordship has expressed of the preeminent qualifications of the Rev. Mr. Richards for the appointment to which he is to be nominated, and cannot have the least doubt that if the Honourable the Court of Directors approve of the arrangement, they will be prepared to grant us another assistant chaplain to maintain the establishment on the prescribed standard, which is all that I can require in the transfer of his services to another department.

There are, however, difficulties in the appointment which no doubt the Honourable the Court of Directors will duly weigh and consider; the chief of which, I apprehend, will be to satisfy the minds of the assistant chaplains, who are below Mr. Richards on the list, and whom he will keep from a step in the service, whilst at the same time he is receiving, as I suppose he will receive, higher emoluments, and at the same time not performing any of the duties of a chaplain.

I shall take care and propose that an assistant chaplain be appointed only to officiate at the Mount on Mr. Richards' removal, and that the chaplaincy be not permanently occupied until the point referred to the Honourable Court be definitely settled.

I have, &c.

Ootacamund, 23 July 1855. (signed) *T. Madras.*

(No. 260.)

ORDERED to be brought to the notice of the Honourable the Court of Directors, with the other papers on the subject of the Reverend Mr. Richards' appointment. No.

(True extracts.)

(signed) *W. Hudleston,*

Fort St. George, 31 July 1855. Depy. Secy. to Govt.

EXTRACT, Fort St. George, Public Diary to Consultation of 21 August 1855. In F. S. G. Public Letter, No. 3, 1856.

Received the following letter:—

(No. 949.)

From *C. Beadon*, Esq., Secretary to the Government of India, to *T. Pycroft*, Esq., Chief Secretary to Government of Fort St. George. No. 8.

Sir,

I AM directed by the Honourable the President in Council to acknowledge the receipt of your letter, No. 50, dated the 8th ultimo, forwarding for the approval of the Government of India the draft of a notification containing the rules and conditions under which grants in aid of education under the Honourable Court's despatch, No. 49, dated the 19th July last, are proposed to be made by the Government of Fort St. George. Home Department, Education.

2. The rules have been slightly altered to bring them into more complete conformity with the Honourable Court's despatch; and a rule has been added to declare expressly that grants in aid will be given only on the principle of strict religious neutrality. A copy of the rules, with the alterations and addition noted thereon in red ink,* is enclosed; and I am directed to state, that thus altered they are approved as provisional rules for immediate adoption.

* In this document the words written with [red] *ink* in the o[riginal] are printe[d in] *italics*.

3. The

3. The President in Council is desirous that the rules for grants in aid of education should, as nearly as possible, be the same for all parts of India; and it is for this reason, as well as for the sake of obtaining the result of actual experience, that the rules are approved in the first instance as provisional rules, under which the Right honourable the Governor in Council can commence operations at once, but which may be superseded hereafter by a code of more general application.

I have, &c.
(signed) *C. Beadon*,
Secy. to the Govt. of India.

Fort William, 27 July 1855.

NOTIFICATION.

1. WITH reference to paras. 51 to 62 of the Honourable Court of Directors' Educational Despatch to the Government of India, dated the 19th July 1854, the Director of Public Instruction gives notice, that he is prepared to receive applications for grants in aid of schools either already established, or proposed to be established by private subscriptions or endowments.

2. These grants will be made with a special view to the extension and improvement of the secular education of the people, and will be given impartially to all schools, whether male or female, Anglo-vernacular or vernacular (so far as the requirements of each particular district, as compared with others and the funds at the disposal of Government may render it desirable), which impart a sound *secular* education, and the managers of which may consent to submit to the conditions mentioned below. It will be essential to the consideration of applications for aid, that the schools on behalf of which they are preferred, should be under the management of one or more persons who, in the capacity of proprietors, patrons, trustees, or members of a committee, elected by the society or association by which the school may have been founded, will be prepared to undertake the general superintendence of the school, and to be answerable for its permanence for some given time.

3. No grants will exceed the amount of funds raised from local or other sources for the purposes for which the grant is sought; and as a general principle, except in the case of normal schools for training teachers, grants will be made only for specific purposes, and not in the form of simple contributions in aid of the general expenses of a school.

4. Except in the case of normal schools for training teachers, grants will be restricted to those schools in which some fee, however small, is exacted from the scholars.

5. All applications for grants must be accompanied by a declaration that the applicants are prepared to subject the school, on behalf of which the application is made, to the inspection of a Government inspector, *such inspection and examination having no reference to religious instruction, but only to secular education. The applicants must further declare their willingness* to conform to the conditions hereunder specified for the regulation of such grants; and no grant will be made until it shall have been ascertained from the report of an inspector—

1st. That the case is deserving of assistance.

2d. That the grant applied for will not supersede the efforts of associations or individuals.

6. The following are the specific objects for which grants will be given:—

1st. The erection, enlargement, or repair of school buildings.

2d. The provision of school furniture.

3d. The augmentation of the salaries of the teachers, or provision of additional teachers.

4th. The provision of stipends for pupil teachers, and of gratuities to teachers who undertake to instruct them.

5th. The provision of school-books, maps, and school apparatus at reduced prices, according to the circumstances of the case.

7. The

7. The following are the conditions upon which grants will be made for the objects above specified:—

1st. It will be a condition of all grants towards the erection, enlargement, or repair of school buildings, that such rules as shall be laid down in regard to the dimensions and arrangements of the school buildings, with reference to the number of scholars they are designed to accommodate, shall be duly observed, and that the permanent assignment of the buildings for school purposes shall be adequately secured.

2d. Applications for grants for the provision of school furniture must be accompanied by a declaration on the part of the applicants that they will be personally responsible for the due preservation of the furniture of the school, and for its being reserved for the purposes for which it is supplied.

3d. Applications for grants in augmentation of the salaries of teachers, or for providing additional teachers, like other applications for aid, will be referred to a Government inspector, for report on the merits of the school and qualifications of the teachers, and their continuance will depend upon the periodical reports of the inspector on the merits and proficiency of the teachers, as ascertained at his periodical examinations of the school.

4th. Grants for the payment of stipends to pupil teachers will be made only to those schools in regard to which the inspector may report that the master is competent to instruct such pupil teachers; and the continuance of such stipends, as well as the amount of gratuities to be assigned to the masters for the instruction of the pupil teachers, will depend upon the proficiency of the latter.

5th. Grants of school books, maps or apparatus at reduced prices, will be accompanied by the condition that the books shall be appropriated *bonâ fide* to the use of the masters and scholars, and that due means shall be taken for their preservation.

8. Grants will also be given in aid of scholarships and of stipends for normal students, the rules for which will be notified hereafter.

9. No payments will be made by Government until the proportion of funds, which, under the conditions of the grant, is to be contributed from local or other sources shall have been actually paid.

10. *It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.*

(signed) *C. Beadon,*
Secretary to the Government of India.

(No. 1100.)

ORDERED to be communicated to the Director of Public Instruction. No. 9.

Fort St. George, 16 August 1855.

MINUTE by the Right Honourable the President.

I QUITE agree with the views stated in this letter, with the exception of para. 16. No.
I do not see the advisability of restricting the number of books which are to be employed in the examinations more than is necessary; and some of those mentioned by Mr. Arbuthnot are not of extraordinary difficulty, and are in general use.

But I imagine that Mr. Arbuthnot when making this suggestion had solely in view the system of examination by papers only, which it is the intention to adopt in this country.

I wish to take this opportunity of recording my dissent from this system when proposed, as in the present instance, to a general plan for national education.

In the case of selection for particular professions, I can fully understand that, as special qualifications are required, so the examinations should be confined to particular subjects, and examination papers may be prepared accordingly.

But when the general education of a whole nation is in question, it appears to me that the freest scope should be given to the independent action of individual minds; and I am very strongly of opinion, that that full and free scope which I would desire to see permitted cannot be obtained unless *vivâ voce* examinations are introduced to some extent.

They need by no means interfere with trials by questions on paper, which are equally necessary, but they do not admit to an equal degree of the exercise of judgment and taste in the selection of authors; neither do they allow of the admission of an extensive and varied course of reading.

13 November 1855. (signed) *Harris.*

MINUTE by the Honourable Sir *H. C. Montgomery*, Bart.

In F. S. G., Public Letter (No. 3), of 1856.

IT certainly is very unfortunate that there are those obstacles to the connecting the college for engineers with Major Maitland's school, and that when there is this latter excellent institution in full working order, and capable of expansion, a new establishment should be formed on the other side of the road, unconnected with it, and in some degree in opposition to it. If it is decided that a practical education is to be given in the engineering college, and that the pupils are to learn some trade, it appears to me that one of the objections to the combination of the two establishments into one, is at least, in a great measure, overcome: another objection raised is the military discipline being a necessary part of Major Maitland's plan. It is not impossible that some modification of this part of the system might be feasible. It is not, I think, necessary that the head of the institution should be a professor of engineering also. It is not the case in public institutions of similar description in England, and the case of Major Maitland shows that, without any great scientific acquirements, he has been able to bring his school to great perfection by the exercise of other and, perhaps, more useful qualifications for a superintendent. I would suggest that Mr. Arbuthnot's report be sent to Major Maitland, with a request that he state whether he sees any means of meeting the difficulties there explained to the incorporation of the new engineering college, with the school he has established.

(signed) *H. C. Montgomery.*

6 August 1855.

EXTRACT from the Proceedings of Government in the General Department, from the Secretary to the University Committee.

In Bombay, Public Letter, No. 12, of 1856, p. 2.

V. 6271.

Sir,

I AM directed by the President of the Indian University Committee to forward, for the consideration of the Government of Bombay, the documents noted in the margin:* on the committee being constituted, under the orders contained in Mr. Secretary Beadon's letter of the 26th January last, it met, and resolved itself into the following sub-committees:—

1. A sub-committee for preparing drafts of such Bill or Bills as may be necessary for the incorporation of the University.

2. A sub-committee for preparing draft rules for examination for the grant of degrees, and for other cognate matters in the faculties of arts.

3. A sub-committee for preparing similar draft rules, &c. in the faculties of medicine.

4. A sub-

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* Charges and Regulations of London University:

1. Letter from Secretary to Government of India, on the subject of a scheme for universities in India, in pamphlet form, four copies.
2. Report of Sub-Committee of Arts - - } Three copies each.
3. Ditto - - ditto - - Law - - - }
4. Ditto - - ditto - - Medicine - - }
5. Ditto - - ditto - - Civil Engineering }

4. A sub-committee for preparing similar draft rules, &c. in the faculties of law.

5. A sub-committee for preparing similar draft rules, &c. in the faculties of civil engineering.

3. The first of these sub-committees has not yet commenced its proceedings, but the other sub-committees have made their reports, and the general committee has resolved, before taking these reports into consideration, to submit them to the several local governments, in order that it may have the benefit of any suggestions or opinions which those governments may see fit to make thereon.

4. In pursuance of this resolution, I have the honour to forward the accompanying papers; and, with reference to para. 5 of Mr. Secretary Beadon's letter above referred to, to request that the committee may be favoured with the views of the Government of Bombay upon them.

I have, &c.
(signed) *W. G. Young*,
Secretary to the University Committee.

Fort William, 10 July 1855.

MINUTE by the Right Honourable the Governor.

I REQUEST that my colleagues will now favour me with their opinions in regard to the proposed University of Bombay. With Bombay Public Letter, No. 12, 1856, p. 2.

2. The views of the Honourable Court are announced generally in paragraphs 24 to 35 of their despatch, and some remarks of the Government of India are contained in paragraph 12 of their letter to the Bengal Government, and in their letter to the University committee. V. 6273.

3. The annexed paper indicates the opinions of some members of the Bengal committee on many points of much importance relative to general degrees in arts.

4. At present we are to inform the Calcutta committee as to the names of the first members of our Senate, and as to our views in regard to the measures to be adopted generally.

5. Annexed is a list of gentlemen whom I propose to include in the first Senate. The Governor-General has suggested that the Governors of the several Presidencies should be chancellors of their respective universities. The vice-chancellor, I believe, will generally be one of the judges of Her Majesty's Supreme Court. The members of the Board of Education will be included in the Senate, according to the expressed wish of the Court of Directors: other names I have endeavoured to select with reference, in a great measure, to general learning and accomplishments, but also in such a manner "as to give to all those who represent the different systems of education which will be carried on in the affiliated institutions, including natives of India of all religious persuasions who possess the confidence of the native communities, a fair voice in the Senate."

6. In connexion with the constitution of the University, the first doubt which suggests itself to me relates to the manner of enabling students to enter as candidates for degrees and honours.

7. The Court of Directors suggest that the attendance required at the London University for entrance examinations may be dispensed with in India. It has elsewhere been recommended that there should be no entrance examinations at all. A more prevailing opinion favours the retention of entrance examinations, dispensing only with the oral portions of them, and providing for their being held simultaneously at the Presidency towns, and at certain selected stations in the mofussil, where arrangements can be made for effective control.

8. My own opinion is strongly in favour of retaining the entrance examinations, and at the same time dispensing with attendance in Bombay. This might be

be attempted in several ways. The examination might be divided into two parts, those only who passed the preliminary ordeal being required to proceed to the Presidency for the final one. Such an arrangement, however, would afford only partial relief. Again, examinations for entrance into the collegiate department of affiliated institutions might be regulated so as to secure a certain uniformity; or university examiners might be deputed to hold entrance examinations in the provinces simultaneously with that to be held in Bombay. It might be difficult to carry out this latter system immediately; but when the means of communication are improved, it might, I think, be adopted with advantage. Finally, the entrance examination might be conducted by means of written papers and local committees, as suggested in Bengal: in the first instance this will probably be the best plan.

9. It is not to be denied, however, that the substitution of many committees for one, and the disuse of oral interrogatories, are both decided evils. Provincial committees will not personally examine those who present themselves in the provinces. The central committee will not have the means of removing doubts by questioning, or of pronouncing fully upon the style of written papers, unless among its members be included representatives of all the different languages and dialects in the Presidency. It might be advantageous to circulate to provincial committees along with the printed questions to be answered in writing, other printed questions to be answered *vivâ voce*, and reported upon by the local examiners.

10. In addition to other difficulties, I fear that when the number of candidates for degrees shall increase throughout the country, it will be exceedingly difficult for any central examiners to pronounce upon all papers within a reasonable time.

11. I am inclined to think that the principle of affiliation, although possessing some elements of usefulness, had better be dispensed with; the large recognised institutions for general education will of course always be the great nurseries for the university, as their schemes of education will be specially adapted to its examinations. It will thus generally happen that those entrusted with the charge of children destined for the university will place them at some well-known college. But I see reasons why these establishments should not have a monopoly of training; why this function should not be confined to them, but left open to all who may really be able, in fact, to compete with them.

12. It is necessary now to consider the standard by which entrance into the university should be regulated.

13. At the outset I would most decidedly advise and urge that no attempt should be made to fix these standards too minutely; at a distance, within due limits, a certain power of adaptation and reform should be left to the local senates. A general uniformity of test throughout India being once for all provided for, or from time to time provided for, the details should certainly be left for decision by the authorities on the spot. It would be very useful that they should annually notify beforehand the exact subjects of examination for the next ensuing year; but there should be no attempt to oblige them to use any particular books on any particular occasions. The degree of attainment to be required at each stage being regulated, the manner of testing the actual attainments of candidates should be left to the judgment and discretion of the senates.

14. It will be very convenient that the questions given at each set of examinations should afterwards be published, as in the university calendar at home; such collections form the best guide to study for university distinctions, and if judiciously made, might exercise a very beneficial effect upon the general direction and method of instruction.

15. Of the four branches (mathematics, classics, experimental physics, and ethics), in which examinations are generally conducted in universities of recent institution, the entrance examination is usually made to refer to the first three. This seems to be judicious, and should be adhered to; the fourth branch being left for undergraduate study and degree examinations.

16. One of the most important branches of the entrance examinations at London University is "classics," which includes the learned languages of the west, as well as English and the modern continental languages. What is to be required

required in this respect in Bombay? For Indian students, English is in a great measure the representative both of ancient and modern literature; and every candidate should undoubtedly be required to be really proficient in that language. In addition to this, he should be thoroughly master of his own vernacular language, and should have a competent knowledge of one other of those named in the margin. According to one proposition, candidates might select any two of the above languages, English being one. The two languages might both be classical, as English and Arabic, to a Mussulman boy. To such an arrangement I should decidedly object, as I think it would have an injurious effect upon the system of preparatory study, and a tendency to render young aspirants careless as to obtaining an early mastery of their native tongue. I would allow no exception to the rule that every candidate at entrance should be thoroughly examined in English and in his own language.

Greek, Latin, Sanscrit, Arabic, Persian, Marathee, Guzeratte, Canarese, Sindee, Portuguese.

17. It is a question whether or not there should be an honour examination at entrance: unless it be found that there are decided practical difficulties in the way of such an arrangement, I am inclined to support it strongly. Those who have had experience of college life, I believe are quite agreed that an examination for honours, even at matriculation, may be used as a different kind of instrument for the detection of a different quality of mind. It will not merely indicate that a youth can answer more fully than others a set of ordinary questions upon most subjects, but that (in some branch or branches of learning), he has been cultivating uncommon talents with uncommon zeal and success; that, in short, he may with great propriety be tried by a special kind of test, which would be quite unsuitable for the great majority of students, with reference to whom, of course, the regular papers must always be framed.

18. If it be practicable therefore, I think it would be advantageous that there should be an honour examination at entrance, and that the names of those taking honours should be made known, even if they should be unable afterwards to go on for degrees: the distinction thus early gained will be a lasting advantage to them.*

19. While favourable to honour examination, however, I am very doubtful as to the expediency of dividing those who enter into two classes. It is no slight to any one that he should not voluntarily go up to a difficult honour examination. But to some it may be a real discouragement to feel that what all are obliged to do, they could not do well enough to be ranged in one class with their fellows. Nor do I see any advantage in the proposal; for certainly I do not consider that the standard of proficiency entitling even to a second class certificate at entrance should be fixed very low. The importance of securing as much real proficiency as possible at an early stage of study can hardly be over estimated: it affects the foundations on which all the worth of the superstructure will depend: it affects the efficiency of the schools which supply candidates for university distinctions. Assuredly I would not bring down the standard even in the second class below that fixed for the London University. There can be no reason for subjecting our colleges, or society in general, to an inundation of indifferent undergraduates.

20. Indeed it seems to me that the rules of the London University, duly modified as above, explained under the head of classics, are very well suited for Bombay. I would not omit the elements of chemistry from the entrance test.

21. It seems to be intended that 16 shall be the minimum age of entrance, and that there shall be no maximum. The age of every successful candidate to be specified in his certificate of entrance. These arrangements seem to be judicious and applicable to this Presidency. But I would not, as above noticed, give an university certificate to any one who cannot well pass the ordinary entrance examination.

22. After

* I further think that an honour examination at entrance might be made very useful as a test for the assignment of university scholarships. The establishment of a certain number of these would, I am inclined to think, act most beneficially as an encouragement to exertion, and they would contribute to the support of those most likely to distinguish themselves during their academical career.

22. After questions regarding entrance, come those relative to degrees and higher honours.

23. In this connection the first point for decision is, shall there be more than one grade of examinations for degrees ?

24. Many persons are inclined to dispense with any second degree examination, extending the term of study for B. A. to not less than four years from entrance, and granting M. A. to all who may then obtain the lower degree with honours, or, after a certain further term of years, to all who may have obtained the lower degree without honours, provided they have not in the interim neglected their studies. This I should regard as a great mistake, and the imitation of an abuse still prevailing in some English universities. Every candidate for the superior degree should certainly on examination give evidence of decidedly superior attainments. I see too a very strong special reason why there should be two degrees, one as a note of sound, general learning up to a certain point, which should not be too high to be imposed upon all professional students; the other as a note of more than ordinary scholarship, eminence in science, literature or philosophy.

25. In this view, I would rule that students may go up for the B. A. examination after not less than three years from entrance (I think it desirable that undergraduates generally should not be lost sight of for a longer term without reappearance), and to the M. A. examination after not less than two years from the date of passing the B. A., and I would require a B. A. degree from all those desirous of entering on the professional study of law, medicine, or civil engineering. This may at first be objected to in some quarters, but I am convinced that it is quite judicious. The engineering student will be more appropriately and more thoroughly instructed in the higher mathematics and natural philosophy, while he is completing his general studies, than after he has entered on the practical labours which are to fit him for his active vocation. So the medical student can be more profitably introduced to a general and systematic knowledge of natural philosophy, chemistry, and physiology, before he is overwhelmed with the multifarious duties of the dissecting room and the hospital. Law students likewise should be taught, before they begin to attend in courts or chambers, those general principles of jurisprudence, and the law of evidence, without some knowledge of which, no education can be regarded as complete. All these are legitimate elements in a general education, and the more a professional man can learn of them before beginning to confine himself to special studies, the more liberal and broad will be the principles upon which he will afterwards pursue and apply them.

26. With the exception of the branch of classics or languages (in which the modifications indicated in the annexed paper would be necessary), I think the standards for B. A. or M. A. in the London University would apply to Bombay, with very little alteration. Indeed I can see no object in deviating from the rules or standards of the more recently established English universities, which were arranged by experienced and sagacious men, and have been pointed out as the best models for India.

27. I see no reason why there should be two classes of ordinary B. A. degrees. If it were proposed more enduringly to distinguish those who take degrees with honours from the holders of ordinary degrees, there would be much to urge in favour of that plan. But I see little prospect of advantage from any subdivision of the ordinary grade. The natural tendency of such a rule would be to lower the standard for ordinary candidates who are less proficient than they might be, and to this I am decidedly opposed.

28. As already stated, the regulation for B. A. examinations in London, as modified in the annexed paper, seem to be well suited for the present purpose, and the examinations for honours in connection with the same degree should be framed on the analogy of similar ordeals in England. It seems to be a question whether the branch * in which any one may have graduated with honours might not be afterwards designated in his titles.

* Mathematics, classics, experimental physics, and ethics.

29. The remarks in the last paragraph also apply entirely to the separate ordinary and honour examinations, which I should wish to see instituted in this country for M. A. degrees. It might be well in this grade also permanently to distinguish

guish honour from ordinary graduates, and even honour graduates into classes corresponding with the special branches in which their honours have been won.

30. It is not intended, I presume, to omit geology from the branch of physical sciences, nor political economy from the moral sciences, nor the comparative study of languages from the branch of classics.

31. The distinction between mathematical and experimental physics which prevails in Dublin University seem to be very expressive, and worthy of adoption here.

32. On the question of titles, I would say that if the standard to be exacted in India can be placed on a level with those adopted in Great Britain, the denominations by which they are to be indicated should also be the same. It is desirable that an Indian graduate and an English graduate should be as nearly as possible of the same class of scholars, both having this at least in common, that up to a certain point they have appropriated equal proportions of the best knowledge within their reach, and are entitled in equal degrees to the regard of their respective communities.

33. I am inclined, therefore, to think that the caution offered in the middle sentence of paragraph seven of the letter from the Supreme Government to the University Committee is perfectly sound and just. But that the doubt expressed in the concluding sentence of the same paragraph ought not to be allowed too much weight.

34. The subject of professional degrees is so extensive and so complicated with practical details and questions of privilege, that I am not prepared at present to express a full opinion in regard to it.* I have made references to many of those whom I deem best qualified to judge as to legal, medical, and engineering matters, and I propose hereafter to make known the result in a separate minute. In the meantime I think it would be well to obtain from the Supreme Government some intimation as to the proposed character of the new degrees in law, with especial reference to the privileges which will accrue to holders, and the classes of persons of whom such degrees are to be exacted.

35. It is proposed, I see, to admit to degree examinations all who, after passing the entrance examination at any Indian university, have prosecuted their studies during the proper term of years. I would omit the word Indian from the above, for I do not at all see why undergraduates and inferior graduates of all recognised British and Indian universities should not be regarded as reciprocally admissible, after due preparation, to any examinations for higher titles in any university which may be nearest at hand.

36. I would also make some special provision for the early examination (for B. A. degrees) of all young men above the age of (say) 25 years, in regard to whom it may be certified by their last teachers that there is some reasonable prospect of their success.

37. University professorships of law, of civil engineering, and of the classical and vernacular languages of India, are suggested by the Court of Directors. The Governor-general, however, doubts the necessity of this, if proper provision for their studies be made in separate colleges, or separate department of a Presidency college. This is also my own opinion decidedly, with this proviso, that the lectures of the said professors should be open, on reasonable terms, to all comers (not only to those regularly pursuing the whole course of instruction imparted at the college in which they are given), and that the honours fixed for the lectures be such as appears to be most generally convenient for the students and teachers of all the neighbouring institutions.

38. As regards the university charter, I see no reason to suggest any but the most obvious alterations of those relating to London University.

39. An

* Should it be determined, however, to establish them, I am inclined to think it would be proper to attend to the degree of M. A. such students as take a creditable professional degree, without requiring them to pass that superior examination which will be necessary to qualify ordinary B. A.'s for the M. A. degree.

39. An opportunity will, I trust, be afforded to this Government of offering its opinion upon any report which may finally be made by the Calcutta Committee before that report shall be adopted by the Supreme Government. I trust, also, that some information may be afforded as to the exact duties and positions of the chancellor, vice-chancellor, registrars, and examiners of the University.

7 July 1855. (signed) *Elphinstone.*

The Right hon. Lord Elphinstone, G. C. H.
The Hon. Sir W. Yardley, knt.
The Hon. J. G. Lumsden.
The Hon. A. Malet.
M. Larken, esq.
Juggonath Suntrersett, esq.
Bomanjee Hermusjee, esq.
Dr. Bhawoo Dajee.
M. Stevell, esq.
Sir Jamsetjee Jeejeebhoy, knt.
Mirza Alee Mahomed Khan.
Major-general Waddington, C. B.
W. Howard, esq.
Wm. Frere, esq.
Dr. Don, Inspector-general of Hospitals.
The Rev. W. K. Fletcher.
H. B. E. Frere, esq.
J. J. Berkley, esq.
Edward Howard, esq.
Principal Harkness, M. A.
Major Candy.
Dr. Morehead.
Professor Fraser.
The Rev. P. Anderson.
Lieutenant-colonel Scott.
Lieutenant-colonel Lang.
The Rev. Dr. Wilson, D. D.
W. P. Adam, esq.
H. L. Anderson, esq.
Lieutenant-colonel Jacob.
Rev. M. Peniston.
Dr. Peet.
Dr. Giraud.
Professor Sinclair, LL. D.
Professor Reid, LL. B.
The Director of Public Instruction.

MINUTE by the Honourable *J. G. Lumsden*, Esq.

1. I REGRET that there has been some delay on my part in disposing of this subject.

2. In the third paragraph of the Right honourable the President's minute he speaks of an annexed paper, as indicating the opinions of some members of the Bengal Committee on many points of much importance relating to degrees on arts.

3. That annexed paper did not accompany the minute, nor did I receive it until the 18th of August; and as the subjects and opinions therein discussed were freely alluded to in the minute, it seemed necessary to wait for its receipt.

4. From the letter from the Government of India to the Government of Bombay of the 26th of January last, it did not otherwise appear that much remark was called for on our part in regard to the scheme for the Bombay University.

5. In the first paragraph of the letter of the same date from the Government of India to the committee for the establishment of a university at Calcutta, Madras, and Bombay, the duty of preparing a scheme which shall be common to all three Presidencies is delegated to that body.

6. I can see no reason at all for demurring, on the plea of local circumstances, to the details of such a scheme as the gentlemen placed upon the committee may regard as the best for the Presidency of Bengal. There are no local distinctions between the several Presidencies of a nature to suggest any material diversity in framing a common scheme for extending education in this country, and raising the standard of it.

7. Had not the Right honourable the President entered very fully into some of the questions which have been raised before the Calcutta Committee, and which affect the general scheme, I should probably therefore have confined myself to an expression of the above opinion, and an assurance that I had no objection

objection to offer to the list of gentlemen whom he proposes to include in the first Senate.

8. He has, however, invited our comments; and I consider, therefore, that I am called on to record my assent in his remarks, or to state where I differ from them, which I shall do as briefly as I can.

9. I will first roughly outline what I conceive to be the distinguishing features of the proposed university.

It is, as far as practicable, to resemble in its constitution the London University.

It is to be governed by a Senate at the Presidency, who are to award degrees and honours.

Certain educational institutions, as schools of a superior character in the provinces and colleges at the Presidency or elsewhere, which may hereafter be approved and admitted by the Senate, are to be affiliated to the university; by which I understand that they are to bear the same relation in general respects to the University of Bombay, that the colleges of Cambridge and Oxford respectively bear to those universities.

Any candidate for degrees or honours to be granted by the university must, before his examination will be permitted, produce a certificate that he has studied for a period of four years at one of these affiliated schools, that he has conformed to the prescribed rules which entitle him to present himself for examination, and that he has borne a good character.

Candidates for honour and degrees at the university will be expected to pass an entrance examination, either at the Presidency or in the mofussil, analogous to the examination passed on entering an English university, before he can be admitted into the collegiate department of these affiliated institutions. This examination, however, has by some been thought unnecessary.

The examination for degrees and for honours must be held at the Presidency before a body of examiners appointed by the Senate.

10. I will now follow our President's minute in the order of the several paragraphs.

11. I agree with him in thinking that candidates for university degrees and honours should pass an entrance examination previous to their admission into an affiliated institution.

The rule will confine the university examination to a class who have at the entrance of their collegiate career given proof of having attained to a certain standard of education.

12. The standard fixed for this examination I am of opinion should also be, as far as it can be made so, analogous to that required at the entrance examination at our own universities, or rather at the London. I think it would be a mistake to pitch it too high, and one that in this country should be carefully avoided.

13. I greatly doubt the expediency, if not the practicability, thereafter of conducting these examinations by means of written papers, such as are now in use in our own district examinations of public officers. I doubt it from the immense correspondence and great delay which such a system would occasion.

14. We should make a special provision, I think, for the inconvenience of having our affiliated schools and colleges spread over the wide extent of the Presidency; a small body of appointed university examiners should travel through the Presidency, paying periodical visits to the different affiliated institutions, and, if necessary (though I do not think this will hereafter be the case), to other central spots, where candidates desirous of entering the collegiate department of an affiliated school can present themselves. As the course of study preparatory to an examination at the Presidency for honours or degrees, is to be conducted in the districts, it would be the height of hardship to call on all the young aspirants throughout the Presidency, to visit Bombay for this preliminary examination.

15. I trust that there will be no restriction in regard to the number of affiliated schools, but that hereafter we may find it possible to affiliate one or more schools in every district or province in the Presidency, so that the means of collegiate training may be provided for the people at their very doors. I consider that

one of the earliest objects to be steadily kept in view by the Director of Public Instruction should be to provide for this want, and, where he thinks that a school is capable of being raised to the standard necessary to admit of its being affiliated with the university, that he should specially turn his attention to its improvement.

16. Paragraphs 12 to 16 inclusive.

I agree generally in our President's remarks in these paragraphs.

17. Paragraphs 17 to 19 inclusive.

I also entirely concur in the opinions expressed in these paragraphs. If youths are prepared for and desirous of passing for an honorary degree on the occasion of their entrance examination, I think it would be a pity to baulk them. I prefer this plan to a division into two classes. There may be something invidious in forcing a youth to either succeed in becoming one of a superior class, or to be ranked in an inferior grade. The latter might unfavourably affect his whole future career, while there is nothing to depress a man who has never attempted to secure an honorary distinction on entering college, and to discourage him in the pursuit of university honours. On the other hand, a youth who has aimed at this preparatory degree of honour, and has attained it, has given a guarantee for future excellence and distinction which he is not likely to forfeit.

18. It is also clear to me that, having once passed the entrance examination, no student of good character should be prevented from hereafter presenting himself at the final university examination as an aspirant for honours or degrees. I concur, as will be apparent from the preceding remarks, in paragraph 19 of our President's Minute; I also concur in paragraphs 23 to 31 inclusive.

19. But I cannot rest satisfied with recording a mere assent in the opinions and arguments contained in the 32d paragraph.

20. If it be a question whether we are in India to adhere to the custom of English universities, and to grant degrees of B. A. and M. A., &c., or to substitute another and perhaps a more critically correct nomenclature of titles, intended to imply that their recipient has attained to a certain standard of education, I sincerely hope that the time-honoured and ancient term so familiar to English ears, and so connected with English history, may be preserved. The critical propriety of a term as expressive of the exact meaning intended to be conveyed may be of less consequence than the associations connected with the more ancient times—terms in themselves less correct, perhaps, but, from long familiarity, understood as well, and far more valued. This would be an argument, it may be urged, against a change in mere titular university distinctions at home. But who shall say that at some future period, when the political connexion between this country and our father-land has long been severed, these well-known and familiar titles may not still be preserved in the Indian universities, forming the links of a moral connexion which they help to maintain between the respective countries, recalling a period when the power which we possessed as the foreign rulers of India was not selfishly misused, but was honestly employed for the noblest and most disinterested of objects, the advancement and benefit of the people.

21. I have no further remarks to offer upon our President's Minute, in which it will be seen that, with a very few exceptions, I cordially concur.

(signed) *J. G. Lumsden.*

8 September 1855.

MINUTE by the Honourable *A. Malet*, Esq.

IT seems desirable that this subject should be disposed of as soon as possible, and, after the minutes of our Honourable President and the Honourable Mr. Lumsden, any remarks I wish to make may be very brief. If the system of affiliating schools and colleges to the university be determined, a provision should, I think, be made at the commencement for the entry of those who have not studied

studied at such affiliated institution, the special cases alluded to by the subcommtttee of arts being provided for, as recommended by them.

In the test for admission in languages, I am of opinion that English and the candidate's vernacular should suffice; or when English is his vernacular, that and one other, either classic, modern European or oriental.

The intention to place those who enter in two divisions seems to me to be sufficient without honours, students in both divisions being competent to try for any honours subsequently. The bestowal of honours on entrance would, I think, render them too cheap.

I concur in the expediency of permitting provincial examination for entrance, and in paragraphs 21 to 32 of our President's Minute.

With reference to professional degrees, I think that the previous attainment of the degree of B.A. should not be dispensed with.

The explanation suggested in the latter part of our President's 34th paragraph seems requisite. I concur in paragraphs 35 and 36.

The Government of India does not contemplate the appointment of university professors. If the latitude for attendance at the lectures of college professors, suggested by our Right honourable President, in his 37th paragraph, be allowed, I see no objection to this; otherwise I apprehend that university professors will be necessary.

14 September 1855. (signed) *A. Malet.*

Further MINUTE by the Right Honourable the Governor.

1. AFTER reading what my colleagues have written in regard to the proposed university in Bombay, it seems to me that our views are very much the same, and that their minutes do not call for any further remarks on my part of a general nature.

2. Since expressing my opinions, however, I have perused the draft reports of the university sub-committees in Calcutta, and have consulted some of those who are best informed as to professional studies and practice in this Presidency; and with reference to paragraph 34 of my minute, it may be proper to express in a few words the views to which I have been led in regard to professional degrees.

3. In paragraphs 24 and 25 I urged with some earnestness that a preliminary degree of B.A. should be required of all who may wish to enter for professional degrees. I adhere entirely to this belief, and attach to it the greatest importance. The adoption or rejection of such a course will determine the whole character of the university on its purely practical side. I beg to urge most strongly that a high general preliminary standard be exacted, without exception, of all candidates for university degrees in every profession.

4. The sub-committee of civil engineering have recommended, I perceive, that a degree of B.A. should be required of candidates for professional degrees in their faculty; but they suggest a relaxation of this rule in favour of students in the Government colleges, which I must consider inconsistent and unwise. The sub-committee of law have recommended that a degree of B.A. should be required of candidates for degrees in law; but they likewise bring forward an alternative suggestion which, in my opinion, cannot fail to have an injurious effect. The sub-committee in medicine admit that it would be most desirable to receive only such candidates as have qualified in arts; but they only bring themselves to expect this communication hereafter "in the future progress of education in India."

5. I see no reason why it should not begin to be enforced from the date on which the university may begin to confer its degrees of B.A.

6. The Government of India can have no desire to suggest that mere professional expertness is all that should be required of a professional graduate. Practical shrewdness, aptitude for the details of business, special knowledge of any kind, as a lawyer, doctor, engineer, are excellent things, and will find their own rewards; but these are not the qualities on which, through the university, it is the

the great object of our Government to set the seal of its approval. If intelligent men be brought to the threshold of the professions, and admitted to the benefits of instruction, there can be no doubt as to their professional advancement. Even without degrees the colleges will gradually supply as much practical skill of as high a kind as the community can afford, or will consent to remunerate. Even with degrees they will not long supply more; and although the creation of a class of skilful native practitioners will be a great benefit and a great triumph, still there is a higher view than this of the present question, a view which must not be postponed to this. For assuredly the future of these very professions, and even of native society itself, will depend less upon the special skill and dexterity of those who are to be the advisers of all classes in their common dealings and pursuits, than upon the liberality of their general views; the purity of their character and the soundness of those principles of thought and action which will give a colour to their lives and example. In a letter which has been placed at my disposal, Sir William Yardley has forcibly pointed out the danger of "mere legal training without that high tone of professional morality which in England and Scotland is found to be the safeguard of men's most intimate confidences;" and Mr. Howard, to whose able report upon law degrees I shall presently have occasion to refer, expressly states, that "it is in itself positively injurious to the mind to commence a study that requires so much precision of thought; except upon a broad, previous foundation, the tendency of the study of any system of law is undoubtedly to narrow an uncultivated mind." I believe that a similar objection applies to the other two branches for which professional degrees are to be granted, and that in those whose moral faculties have not been carefully cultivated, or who are not under the influence of strong religious conviction, their studies have a materialist tendency, which it is important to counteract.

7. I dwell upon this subject, because I do not think that its importance can be over-rated. There is in India a very small class of persons who can hope to live otherwise than by their own exertions. Of those who live by their labour, the most influential at present are the bankers, the merchants, and the higher servants of the State. It is not difficult to believe, that in India the two former pursuits are unfavourable to study and to moral discipline, while an officer of Government cannot usually command as large a share of private confidence as a person of equal ability in an independent position. The leading members of the liberal profession, therefore, will probably form a kind of intellectual aristocracy by themselves; they will exert a great moral influence, and will communicate their own opinions and habits to their fellow countrymen. If so, it must be an object of the highest importance to elevate as much as possible the standard of principle and character among those professional graduates on whom we are about to confer the only titular distinctions which we have to bestow, and who will be regarded, in some degree, as though exponents and representatives of European ideas and indication. For other defects among them there may be other remedies; but the evil of inadequate general education can only be averted by Government, and can be fully averted only in the very outset.

8. It is notorious that in England imperfect legislation on professional matters has been a source of infinite mischief and demoralisation. Until within the last 20 years, the professional colleges and companies alone conferred licences to practise in medicine: the two older universities alone awarded medical degrees. The former bodies very naturally confined their examinations to mere special skill, and the proportion of university graduates to general practitioners was never so great as to raise the character of the entire profession. In law the anomaly was, if possible, more striking. The university conferred degrees which conveyed no right to practise, and the inns of court admitted to practise without making inquiry as to qualification. In engineering, I believe, no one need obtain, even now, any diploma to practise his profession, and no university is empowered to confer a degree in connexion with it.

9. It seems quite obvious, therefore, that the Indian Government must not in this case be guided by home precedents, but must act for itself, using the experience of England rather as a warning, than as a guide.

10. For these reasons it is with regret that I observe in some gentlemen of experience here, and even in the reports of the sub-committees, a tendency to sanction

sanction the practice of transferring boys immediately from schools to professional study without any intermediate training of a collegiate nature, or with only a very inadequate training.

11. I do not understand how a schoolboy can really be fit to enter at once upon a professional career. He has hitherto been strictly in a state of pupillage; his conduct has been regulated by an authority which he was not to question, and even his knowledge has been resting upon rules enforced by authority; he has not been thoroughly proved, either as to moral purpose or mental energy; he has never been thrown upon his own resources. This is what happens to him at college; principle begins to take the place of authority, and rules are superseded by reasons. On this account the few years of college life are singularly important in the formation of character, and especially valuable to every one who is to lead an active life.

12. But even to the mere student their value is exceedingly great. Almost for the first time he feels responsible for his own progress, and works according to his own plan. The facts and formulæ of his schoolboy days are now construed to his mind in thought. He begins to mature his knowledge; two or more years are devoted almost exclusively to "permanent studies;" that body of approved science and literature, in regard to which all men have long been of one mind. It is only in the latter part of his course, after long and steady discipline, that he is finally brought face to face with the "progressive studies," the literature and science of his own day, which thenceforward will chiefly engage, if not engross, his attention; and it is only after this careful training that a young man is regarded as qualified to take part in the affairs of the world. Surely, any less careful training should not be held to qualify for entrance upon a professional career.

13. I am very anxious that this should be admitted, and that it should be admitted in time. It is easy now to prevent a great mischief, which hereafter it it will be very difficult to correct. Indeed, the few objections which I have heard people urge against the high general education for which I contend, appear to me to be founded upon a misconception.

14. It is urged, for instance, that if this preliminary test be exacted, the number of candidates for degrees will be excessively small; such a statement, if demonstrated, might be a very good argument for delaying the foundation of a university, but can never be accepted as a reason for deteriorating the quality of its degrees. I trust, however, that the statement itself is erroneous.

15. Again, it is urged that, by exacting such a test, you limit very much the numbers available for professional employment in the public service. This objection supposes that none are to be employed but those who have taken professional degrees. I do not advocate such a regulation; on the contrary, I think it would be premature and injurious. The professional colleges should not close their doors against all but undergraduates of the university. The public service has need of all the talent and skill it can command from every quarter. No present change need be made in these respects, except as regards the highest grade of public offices. If it should hereafter be found that the number of professional graduates who desire to obtain public employment is sufficient to meet the requirements of the public service, such a state of things will of itself prove that the ground of this objection has been removed.

16. The only other difficulty which has been noticed to me relates to the additional expense of taking a professional degree, if a general degree is first to be taken. I do not attach much weight to this objection. The cost of education in this country is uncommonly, if not excessively, small. The number of scholarships and exhibitions will apparently be uncommonly great; and if a young man may enter as a university student at 16, take his degree of B.A. at 19, and obtain his professional degree at 22 or 23, I do not think that he will have any ground of complaint, or that the community would be benefited by his earlier emancipation.

17. I have noticed (in paragraph 25 of a former minute) the course which would, in my opinion, qualify for a B.A. degree. Beyond exacting an elementary knowledge of chemistry at entrance, I would not assign a prominent place to the physical

physical sciences in the first, or even in the second, year's courses. In the third year they would engage more of the student's attention, as he would then be maturing his knowledge of the state of science generally, and preparing for a more exact study of those special branches which would form part of his professional accomplishment.

18. I should expect a great deal from an arrangement of this kind, and desire very strongly to recommend it. But I have delayed long enough upon this part of the subject, and will pass on, therefore, to the proposed courses and examinations for each of the professional degrees separately.

19. And first, as to medicine, provision has already been made in this Presidency for the scientific study of medicine. The Grant College has been conducted with singular judgment, and the professional attainments of its graduates are admitted to be very considerable. I would not interfere with a college system which is working so well, unless where this may be indispensable to the proper working of the university system.

20. Now, if the scheme of study at the Grant Medical College were to be modified, according to that proposed by the sub-committee of medicine, the changes, in most respects, might not be very great, but I fear they would be very injurious. The amount of training, and especially of practical training, and with it, of course, the qualifications of graduates, would be lowered, and not raised, by the alteration. I entirely concur in the opinions expressed on this point in the annexed papers by the Government Examiner* and the Officiating Principal of the Medical College.† I know also that the late Examiner‡ and the present Principal are both strongly of the same mind. I should esteem it a great misfortune to learn that degrees are hereafter to be conferred by the university upon easier terms in any respect than those on which diplomas are now awarded at the college. For we have not here a nominally high standard with a really lax application of it; the clinical instruction at the Jamsetjee Hospital has been no mere pretence. The college examinations have been searching and practical, and could hardly be rendered more so under any system.

* Appendix (A).
† Appendix (B).

21. I must therefore strongly deprecate any curtailment of the medical course at present exacted in Bombay, and any degradation of our practical standard of professional qualification. The existing course may be compressed into four years, if that be deemed requisite. But beyond this, I earnestly hope that no interference will be attempted.

22. It would then only be necessary to enjoin that the present preliminary test should be rigorously exacted of all ordinary students at entrance, and gradually raised for all when practicable. That candidates for professional degrees should be admitted to study at the college in virtue of their degrees of B. A., and not otherwise. That the existing course of medical study should continue to be sedulously inculcated in all its branches, and that the closing examinations should be as strictly searching and practical as heretofore, comprehending the general principles of treatment, and not confined to mere details of symptoms and remedies.

23. I do not feel competent to express an opinion as to the details of the proposed courses; but this seems hardly necessary, as I sincerely trust that no great changes will be insisted upon. The double (or biennial) examination of students (but without honours) might perhaps be introduced here, as in Calcutta; but, if adopted, the first test should be a collegiate one, and the decision of the point may, I think, be confided to the college authorities or the local senate.

24. The same remark applies to the proposals for medical fellowships and prizes, in which I entirely concur. The settlement of all details connected with them should be left to the senates, which can also decide whether or or not the fellows should be employed on tutorial instruction as proposed by Dr. Don.

25. It

‡ Dr. Maclennan, who had greater experience in the medical education of the natives than any one, having been the first, I believe, to attempt to impart medical instruction, properly so called, in India, and having been nearly 30 years engaged in the work.

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25. It has been remarked by Dr. Giraud, that the scheme of botanical examination proposed in the appendices to the sub-committee's report, is not adapted to test the attainments of Indian students. The list in section 1, he regards as too extended, and in section 2, he would not select natural orders, that have their chief representatives in extra-tropical countries, but such as are characteristically tropical. He would also attach more importance to structural and physiological botany. I have no doubt that he is quite right; but this also can be better settled, I believe, by the senates.

26. The sub-committee consider that there should be two degrees in medicine, the lower to be called graduate, and the higher, doctor. Graduates, they think, should not be styled doctor, even by courtesy. They would give special rewards and encouragements to high proficients, and believe that the best students would remain in the university (to qualify as doctors of medicine) if they might thereby enter the Government service at once as first-class sub-assistant surgeons, and be advanced rapidly to responsible offices and to higher salaries.

27. I think there should be two degrees, but the lower should be styled bachelors, not graduates; a title, as I have been justly reminded, which is not applicable to inferior and merely inchoate degree. I concur also entirely in the suggestion for securing to doctors a preferential claim to the highest grade of appointments and salaries in the public service, and I trust that this prospect may induce many to persevere in their studies in order to obtain the superior title.

28. Dr. Giraud has suggested that candidates for the degree of doctor should write and defend a pathological thesis, and this seems to be a very good proposal.

29. I must request particular attention to the clear and decided views expressed by Dr. Peet in the able minute which accompanies this paper. I have already stated my concurrence in the opinions urged in paragraphs 3 to 14, and I have now to add, that the remarks in paragraphs 15 to 18 have also my entire approval, and appear to be well worthy of consideration by the authorities in Calcutta. Further study and a higher scientific qualification should, in my judgment, be indispensable in candidates for the higher degree of doctor. Appendix (B.)

30. There is one part of the above arrangement which I have suggested with regret and from necessity, that, namely, which contemplates the admission of other than university students (that is, students possessed of a lower preliminary qualification than the degree of B. A.) to all our professional colleges. This may lead, I am aware, to jealousies and dissatisfaction in particular cases. But I do not see how it is to be avoided. It is not possible either to place restrictions upon general practice at present, or to refuse instruction to all but the highest class of students. To make any attempt at the former measure would be quite preposterous, while the number of skilled practitioners is not sufficient to meet the wants of one-twentieth part of the community; even the latter measure cannot be wisely attempted, for it would infallibly result in one of two serious evils—either a fatal diminution in the number of candidates for professional employment in the lower grades of the public service, or an undue degradation of tests for the higher university distinctions. I feel constrained to conclude, therefore, that as a provisional arrangement general students must still be admitted to study at professional colleges on the same terms as at present, though the terms on which university students are to be admitted should at once be raised. If preliminary tests in connexion with the university be lowered, it will be very difficult to raise them. But if the present practice be merely tolerated while necessary by the colleges, it can be discontinued without difficulty as and when it may be possible to dispense with it.

31. And no doubt the duration of the imperfection will be directly measured by the efforts of Government to improve the prospects and status of the higher graduates. If adequate means of study and motives to study be assiduously provided, there can be no apprehension as to the ultimate result.

32. But I must now refer to the proposal of degrees in civil engineering. The subject is one of great difficulty, and I touch upon it with much diffidence.

33. The Calcutta Sub-committee have made their proposals with reference to the constitution and objects of the civil engineering colleges in Bengal. This seems to be an inversion of the proper method of procedure. The colleges should adapt themselves to the requirements of the university; the university should stand upon its own foundation, and have its own objects; it should know exactly what it intends to require of all candidates for a particular title, and should not be much affected by local peculiarities of the school.

Appendix (C.)

34. Indeed there seems to be some ground for the observation of the chief engineer (in one of the letters now circulated) that the remarks of the sub-committee "indicate a too indefinite conception of the nature and object of the civil engineering degree." They do not seem to have made any great attempt at selection. Now the best claim of such a scheme to commendation must be this, that whereas a selection has to be made, it has here been made in the most judicious manner possible.

35. In substitution of the plan propounded by the sub-committee, which is not approved by officers of experience here, I would strongly recommend an arrangement somewhat similar to that which obtains in the School of Engineering in Dublin. (*See* the Dublin University Calendar for 1854, pp. 56 to 59.)

36. Supposing that the curriculum in India were framed upon this model, and that no student was admitted to the first year's course until he had passed his B. A. examination, it would be quite possible to compress the professional studies of engineering candidates into three full years, as follows:

1st. 1. Mathematics (ex hypothesi, the candidates would be familiar beforehand with arithmetic, algebra, geometry, conic sections, and plane trigonometry). 2. Theoretical mechanics (they would have been intoduced to this study also in the general branch). 3. Chemistry and mineralogy as applied to the acts of construction (they would know a little chemistry); and 4. Drawing and perspective.

2d. 1. Practical mechanics, machinery, and the use of instruments. 2. Mathematical physics (students would have a prior elementary knowledge of natural philosophy and astronomy). 3. Practical chemistry, with field lessons on mineralogy and botany. 4. Drawing, surveying, and levelling. 5. Practical engineering, including buildings, as well as works of communication and irrigation.

3d. 1. Geology and physical geography; of this last a little would have been previously acquired. 2. Sketching, surveying, and levelling in the field. 3. Practical engineering, including railway, manufacturing, and naval works. 4. Field work. 5. Designs and estimates.

37. In addition to this there should, if possible, be good lectures on sanitary engineering; and certainly some thorough practical instruction in the art of building, including carpenters', smiths', and masons' work, knowledge of cements, brickwork, &c.

38. I must deprecate any attempt to give high artistic instruction in architecture to engineering students during their short college curriculum. It would be a premium upon smattering, and would tend, I fear, to make the degrees ridiculous.

39. On the other hand, the suggestion of Colonel Turner and Major Crawford, for a higher degree in the engineering faculty to be conferred, after five years' successful practice, upon men of high attainments who have previously taken the inferior degree, appears to me to be extremely judicious. The association of energetic and distinguished men of this description with the university titles would establish their value in general estimation more than any other measure.

40. The remarks already made as to terms on which general students should be admitted to the medical colleges are equally applicable to those of engineering; and certainly the graduates in this faculty should also be allowed, under due

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due limitations, a preferential claim to employment in the higher grades of the department of Public Works.

41. I would make no special concessions, as regards general education, to pupils in the civil engineering colleges, as proposed by the sub-committee, and earnestly hope that none will be allowed.

42. Colonel Scott, I perceive, does not consider that any useful distinction can be drawn between a mathematical and civil engineering degree, even as respects the theoretical branch of the subject. In this view I can by no means concur. Thorough mathematical knowledge is no doubt the first and greatest accomplishment of a civil engineer; though in that branch, even, his studies are specialised as they become professional. But he must also have a sound knowledge of experimental physics, especially chemistry and mineralogy; his eye must have been trained to observe, and his faculties to describe, the configuration and peculiarities of every description of country; he must be a practised draftsman, and (apart from his purely practical training) in the application of mathematical principles and formulæ to a certain class of facts; he must have made a progress and acquired a facility which is often quite foreign to the mere mathematician. Of course the purely scientific attainments of the engineer can be tested by examination with more perfect accuracy; but his practical proficiency also can be tested with a sufficient approach to accuracy, and I quite subscribe therefore to the judgment with which General Waddington closes his letter. Appendix (C)

43. The only remaining professional report is that of the Sub-committee of Law. This committee took the London University as their model. As, however, the law examinations in London are not adapted to a country in which several systems of law and forms of procedure are recognised, they have suggested considerable modifications, especially in regard to municipal law.

44. One professor (according to their scheme) would deliver lectures on general jurisprudence, and on the elements of civil and international law; and the university would also require "a certain degree of practical and technical knowledge of the law of England, in many of its branches."

45. As regards conditions and subjects of examination. They would examine any student one year after he had taken the degree of B.A., or four years after he had entered at the university (even if he had not taken a degree), or at any time after entrance, if he were 21 years of age. They would examine on the general principles of jurisprudence by means of one paper; and on "the several systems of municipal law which obtain in this country," by means of three papers: 1. On personal rights and status, including adoption among Hindoos: 2. On property, including contracts and succession; and, 3. On rights and remedies, including principles of procedure, law of evidence, and criminal law.

46. It seems to me that these measures would be altogether insufficient to secure the object for which they are proposed. As, however, my views on this subject are almost entirely in accordance with those of Mr. Howard, as expressed in the accompanying memorandum; I will merely commend it earnestly to the attention of my colleagues, and of the committee in Calcutta, who cannot fail to be struck by his lucid and forcible statements. Appendix (D).

47. On two points I think the suggestions of Mr. Howard may be modified with advantage: first, I see no reason for refusing honours at the bachelors' examination; and second, I would not award the doctor's degree until five years after the inferior degree had been taken, and then only to those who had intermediately risen to eminence in the study and practice of the law.

48. With these exceptions I entirely concur in Mr. Howard's remarks, which I have read with the greatest pleasure, and which are full of sound and practical good sense.

49. It cannot be repeated too often, that students must not be encouraged to pass directly from the school-room to a professional career, or to enter upon their special studies without a high preliminary training; neither is it to be imagined that a habit of sound judicial reasoning, and a thorough acquaintance with the principles of legal science, will be acquired by natives of this country in less than three full years of diligent collegiate study.

50. As to the branches of study which should be presented to the student in each year of his legal curriculum. He would have acquired as a part of his general education some knowledge of moral philosophy, logic, and the elements of jurisprudence. His first legal year might commence with a comprehensive review of these subjects, a more searching inquisition into the foundations of law and moral obligation; a systematic classification of the great branches of public and private law; a survey of the history of legal science and national constitutions, with especial details as to the Roman civil law, and the international law of modern Europe. The next year's course might be devoted chiefly to the constitutional and municipal law of England (including those subjects on which the sub-committee wish to propose examination papers), and to the principles of commercial jurisprudence. It might include instruction as to the Indian Government and Legislature; and the status and duties of a good citizen, and a good magistrate, both in India and England. The year should not close without an introductory course on the criminal law, and the laws of procedure and evidence. A more complete course upon these last subjects would open the third year, during which the student should have opportunities of going as deeply as may be necessary into the systems of law administered by the Queen's and Company's Courts respectively, including the proper branches of Hindoo and Mahomedan law.

51. In connexion with this subject, however, I would refer to a very interesting letter from Professor Reid, paragraphs 13 to 20 *, and also to paragraph 12 of his printed introductory lecture †, both of which are among the accompaniments to this paper.

* Appendix (E).
† Appendix (F).

52. As regards the privileges to be associated with law degrees, I think that the graduates in this faculty should be relatively in the same position as the graduates in other faculties. The university should have nothing to do with restrictions upon practice. But its degrees should be universally recognised as certificates of fitness to practise; not that particular courts are to be prevented from requiring special qualifications in those admitted to their bar; but that nothing should exclude a university graduate from any court, except the proved absence of such qualifications.

53. And, especially, the worth and dignity of a legal degree should be openly recognised by the Government. Hereafter all the higher magisterial and judicial offices in the public service should be conferred exclusively upon those who have obtained them, and every anxiety should be shown to secure for their holders an honourable position in society.

54. Before concluding, there are one or two other points to be noticed.

55. On a former occasion I did not sufficiently express the satisfaction with which I had read the remarks of the sub-committee of arts on the study of the classical languages of India. Their observations seemed to me to be excellent, and I trust that we may soon be able to encourage the pursuits they contemplate, and comply with the wishes of the Court of Directors, by appointing European professors of Sanscrit and Arabic, in connexion with the Elphinstone College in Bombay.

56. I noticed before that the omission of chemistry from the university entrance examination seemed to be an error; that science gives such new and fruitful ideas of matter, that an early knowledge of its general principles can hardly fail to be beneficial.

57. I cannot quite account for the omission of political economy from the B. A. examination, nor for the meagre provision therein made for moral philosophy and logic. The local senates, I trust, are to be empowered finally to adjust these standards; otherwise some of them appear to be inadequate.

58. It has been suggested that some means might be adopted for expressing, in the title of a bachelor of arts, the branch, if any, in which he has graduated with honours. It is certainly true, that whereas the great object in ordinary pass examinations must be to fix and maintain a general level of merit, in the honour examination the object is to measure the special height to which individuals can rise in a particular study.

59. There

59. There should, I think, be a power in the university to confer occasional honorary degrees (without examination) upon distinguished authors and men of genius, when such may appear.

60. I may notice, in conclusion, that on perusing Mr. Lumsden's minute, I became aware that the last draft report of the sub-committee of arts differs from that which I had before perused. The original draft proposed to dispense with "the principle of affiliation;" the present draft proposes to retain it. My own view on this point is expressed in paragraph 11 of a former minute, and remains unchanged. Indeed, although I can quite understand why many persons are in favour of affiliation, even in this country, and why others are opposed to it altogether, I cannot quite understand what is signified by affiliation in the present draft of this report; it is to be an affiliation without selection, and consequently without responsibility on the part of the parent; it is to be an adoption of all and sundry of every college or school, large or small, public or private, provided only it may be called respectable. Surely this is altogether inconsistent. This unrestricted application of a restrictive principle has, no doubt, been forced upon the committee by a consideration of the difficulties to which any limitations would give rise; but, for this very reason, I would suggest and strongly urge that it will be better at once to abandon a system which, as they evidently perceive, cannot here be enforced in its integrity.

9 November 1855. (signed) *Elphinstone.*

In Bombay Public Letter (No. 43), 1856, para. 12.

EXTRACT from the Proceedings of Government in the General Department, (No. 1521).

FROM the Officiating Secretary to the Government of India. V. 442.

Sir,

I AM directed to acknowledge the receipt of your letter, No. 2803, dated the 17th September last, submitting for approval copy of rules for regulating grants in aid of education in the Bombay Presidency, and in reply to communicate the following observations. Home Department. Education.

2. His Honour the President in Council thinks that as the present rules, following the course already taken at the other Presidencies, can be only provisional, it will be better at present to omit such generally descriptive rules as 1 and 2.

3. His Honour in Council considers the corresponding rule approved for the other Presidencies, taken almost verbatim from the Honourable Court's order, better at all events as a provisional rule than Rule 3.

4. Rule 4 should in the opinion of the President in Council be altered in conformity with the wording of the orders of the Honourable the Court of Directors, which have been adopted verbatim for the other Presidencies.

5. Clauses 3, 4, and 5, in the Rule 19, apply rather to the person who is to gain the scholarship than to the course of instruction referred to in that rule. Clause 5, Rule 7, should be limited to secular instruction.

6. The rest of the rules appear to his Honour in Council, in a general view, unobjectionable.

7. If the Right Honourable the Governor in Council think it advisable to put forth, as provisional rules sanctioned by the Government of India, rules so much in detail as those under review, the Honourable the President in Council would authorise his Lordship in Council to do so after the amendments pointed out are made.

8. But the President in Council would suggest for the consideration of his Lordship in Council, whether it might not be advisable, as none but provisional rules can yet be settled, to follow the example of the other local Governments, by putting forth under the sanction of the Government of India, none but very

very general rules founded on the Honourable Court's despatch, leaving the Government of Bombay entirely at liberty to adopt for the present any further rules of detail not inconsistent therewith (such as those now submitted), if thought proper.

9. If the Right Honourable the Governor in Council should on consideration prefer this plan, his Honour in Council authorises his Lordship in Council to adopt as provisional rules the rules now provisionally adopted either in Madras, Bengal, or the North Western Provinces, whichever his Lordship in Council may prefer, and for which purpose copies of the several rules are enclosed. I am to add that his Honour in Council decidedly prefers Rule 3 of the North Western Provinces' rules to the corresponding Bengal rule, whose modification is now under consideration.

I have, &c.
(signed) *J. W. Dalrymple*,
Officiating Secretary to the Government of India.

Fort William, 23 November 1855.

Provisional Rules for Grants in Aid of Education in the North Western Provinces of the Presidency of Bengal, according to the Despatch of the Honourable the Court of Directors, No. 49, dated 19th July 1854.

1. The local Government at its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid, in money, books, or otherwise, to any school in which a good secular education is given through the medium either of English or the vernacular tongue to males or females, or both, and which is under adequate local management.

2. In respect to any such school for which application for aid is made, full information must be supplied on the following points:

1st. The pecuniary resources, permanent and temporary, on which the school depends for support.

2d. The average annual expenditure on the school.

3d. The average number of pupils instructed, the ages of the pupils, and the average duration of their attendance at the school.

4th. The persons responsible for the management and permanence of the school, and the time for which they will continue to be responsible.

5th. The nature and course of instruction imparted.

6th. The number, names, and salaries of the masters and mistresses, and subjects taught by each.

7th. The books in use in the several classes of the school.

8th. The nature and amount of aid sought, and the purpose to which it is to be supplied.

3. Any school to which aid may be given shall be at all times open to inspection and examination, together with all its records, which may be required to show the course and method of teaching observed in it, by any officer appointed by the local Government for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. The Government will not in any manner interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its inspectors, to judge from results whether a good secular education is practically imparted or not; and it will withdraw its aid from any school which may be for any considerable period unfavourably reported upon in this respect.

5. In giving grants in aid, the Government will observe the following general principles. Grants in aid will be given to those schools only (with the exception of normal schools) at which some fee, however small, is required from the

the scholars, and whenever it is possible to do so, they will be appropriated to specific objects, according to the peculiar wants of each school and district.

6. No grant will in any case exceed in amount the sum expended on the institution from private sources, and the Government will always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

7. It is to be distinctly understood that grants in aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

(True copy.)

(signed) *J. W. Dalrymple*,
Officiating Secretary to the Government of India.

NOTIFICATION.

1. WITH reference to paras. 51 to 62 of the Honourable Court of Directors' Educational Despatch to the Government of India, dated the 19th July 1854, the Director of Public Instruction gives notice that he is prepared to receive applications for grants in aid of schools either already established, or proposed to be established by private subscriptions or endowments.

2. These grants will be made with a special view to the extension and improvement of the secular education of the people, and will be given impartially to all schools, whether male or female, Anglo-vernacular or vernacular (so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government, may render it desirable), which impart a sound secular education, and the managers of which may consent to submit to the conditions mentioned below. It will be essential to the consideration of applications for aid that the schools on behalf of which they are preferred should be under the management of one or more persons who, in the capacity of proprietors, patrons, trustees, or members of a committee, elected by the society or association by which the school may have been founded, will be prepared to undertake the general superintendence of the school, and to be answerable for its permanence for some given time.

3. No grants will exceed the amount of funds raised from local or other sources for the purposes for which the grant is sought; and as a general principle, except in the case of normal schools for training teachers, grants will be made only for special purposes, and not in the form of simple contributions in aid of the general expenses of a school.

4. Except in the case of normal schools for training teachers, grants will be restricted to those schools in which some fee, however small, is exacted from the scholars.

5. All applications for grants must be accompanied by a declaration, that the applicants are prepared to subject the school on behalf of which the application is made to the inspection of a Government inspector, such inspection and examination having no reference to religious instruction, but only to secular education. The applicants must further declare their willingness to conform to the conditions hereunder specified for the regulation of such grants, and no grant will be made until it shall have been ascertained from the report of an inspector—

1st. That the case is deserving of assistance.

2d. That the grant applied for will not supersede the efforts of associations or individuals.

6. The following are the specific objects for which grants will be given:—

1st. The erection, enlargement, or repair of school buildings.

2d. The provision of school furniture.

3d. The augmentation of the salaries of the teachers, or provision of additional teachers.

4th. The provision of stipends for pupil teachers, and of gratuities to teachers who undertake to instruct them.

5th. The provision of school books, maps, and school apparatus at reduced prices, according to the circumstances of the case.

7. The following are the conditions upon which grants will be made for the objects specified :—

1st. It will be a condition of all grants towards the erection, enlargement, or repair of school buildings, that such rules as shall be laid down in regard to the dimensions and arrangements of the school buildings, with reference to the number of scholars they are designed to accommodate, shall be duly observed, and that the permanent assignment of the buildings for school purposes shall be adequately secured.

2d. Applications for grants for the provision of school furniture must be accompanied by a declaration on the part of the applicants, that they will be personally responsible for the due preservation of the furniture of the school, and for its being reserved for the purposes for which it is supplied.

3d. Applications for grants in augmentation of the salaries of teachers, or for providing additional teachers, like other applications for aid, will be referred to a Government inspector for report on the merits of the school and qualifications of the teachers, and their continuance will depend upon the periodical reports of the inspector on the merits and proficiency of the teachers, as ascertained at his periodical examinations of the school.

4th. Grants for the payment of stipends to pupil teachers will be made only to those schools in regard to which the inspector may report that the master is competent to instruct such pupil teachers; and the continuance of such stipends, as well as the amount of gratuities to be assigned to the masters for the instruction of the pupil teachers, will depend upon the proficiency of the latter.

5th. Grants of school books, maps, or apparatus, at reduced prices, will be accompanied by the condition that the books shall be appropriated *bonâ fide* to the use of the masters and scholars, and that due means shall be taken for their preservation.

8. Grants will also be given in aid of scholarships and of stipends for normal students, the rules for which will be notified hereafter.

9. No payments will be made by Government until the proportion of funds which, under the conditions of the grant, is to be contributed from local or other sources shall have been actually paid.

10. It is to be distinctly understood that grants in aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

(True copy.)

(signed) *J. W. Dalrymple*,
Officiating Secretary to the Government of India.

PROVISIONAL RULES for Grants in Aid of Education in the Lower Provinces of the Presidency of Bengal, according to the Despatch of the Honourable the Court of Directors, No. 49, dated the 19th July 1854.

1. THE local Government, at its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district, as

as compared with others, and to the funds at the disposal of Government), w[ill] grant aid in money, books, or otherwise, to any school in which a good secul[ar] education is given through the medium either of English or the vernacula[r] tongue, to males or females, or both, and which is under adequate local manage-ment.

2. In respect of any such school for which application for aid is made, ful[l] information must be supplied on the following points:—

1st. The pecuniary resources, permanent and temporary, on which th[e] school depends for support.

2d. The average annual expenditure on the school.

3d. The average number of pupils instructed, the ages of the pupils, and the average duration of their attendance at the school.

4th. The persons responsible for the management and permanence of the school, and the time for which they will continue to be responsible.

5th. The nature and course of instruction imparted.

6th. The number, names, and salaries of the masters and mistresses, and subjects taught by each.

7th. The books in use in the several classes of the school.

8th. The nature and amount of aid sought, and the purpose to which it is to be supplied.

3. Any school to which aid may be given shall be at all times open to inspection and examination, together with all its accounts, books, and other records, by any officer appointed by the local Government for the purpose; such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. The Government will not in any manner interfere with the actual manage-ment of a school thus aided, but will seek upon the frequent reports of its inspectors to judge from results whether a good secular education is practically imparted or not, and it will withdraw its aid from any school which may be for any considerable period unfavourably reported upon in this respect.

5. In giving grants in aid, the Government will observe the following general principles: Grants in aid will be given to those schools only (with the excep-tion of normal schools) at which some fee, however small, is required from the scholars; and wherever it is possible to do so, they will be appropriated to specific objects, according to the peculiar wants of each school and district.

6. No grant will in any case exceed in amount the sum expended on the institution from private sources, and the Government will always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

7. It is to be distinctly understood that grants in aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

(True copy.)

(signed) *J. W. Dalrymple*,
Officiating Secretary to the Government of India.

(No. 24 of 1856.)

Ranpoor, Office of the Director of Public Instruction,
4 January 1856.

REPORT by the Director of Public Instruction, as requested in Mr. Secretary *Hart's* Memorandum (No. 3595), dated 11 December 1855.

In para. 7 of this letter the Government of India authorise the Bombay Government to publish, if they deem it advisable, as provisional rules sanc-tioned

V. 444.

oned by them, the rules submitted with my letter (No. 377) of the 30th August last, after making certain amendments referred to in paragraphs 2 to 5.

See Para. 2 of the letter from the Government of India.

2. As regards the suggested amendments, there can be no objection to the substitution for rules 1 and 2 of any other heading which Government may prefer; but I must point out that these rules are mere extracts, taken almost verbatim from paragraphs 52 and 53 of the Honourable Court's despatch (No. 49) of the 19th July 1854.

3. As regards rule 3, it cannot be worth while to delay the publication of the whole notice for the purpose of discussing the superiority of one or another form of rule. I must, however, in this case also point out, with reference to the remark in paragraph 3, that the rule, as drafted by me, seems to be more nearly a literal compilation of extracts from paras. 53 and 56 of the Honourable Court's despatch than any corresponding rule which I can find in the papers now forwarded to me.

4. Adverting to para. 4 of the letter from the Government of India, I have quoted in parallel columns on the margin* the rule (No. 4) proposed by me, and the words of para. 54 of the Honourable Court's despatch from which it is taken, so that his Lordship in Council may see how far I have diverged from the Honourable Court's instructions, and may substitute the *ipsissima verba* of the despatch, if he considers it necessary. It seems to me that the term scholar had better be restricted to holders of scholarship.

5. With advertence to para. 5 of the letter from the Supreme Government, I would suggest that in clause 3 of rule 19 the words "he must know" should be omitted (at the beginning); in clause 4 the words "he should be acquainted with;" and in clause 5 the words "he should have read." The word "secular" should also be inserted before "instruction" in clause 5 of rule 7.

6. Should his Lordship in Council accede to my recommendation that the rules be now published without delay, I would suggest that the notification should be prefaced by a few words to the effect of paras. 2 and 3 of my letter (No. 377) of the 30th August last.

(signed) *C. J. Erskine*,
Director of Public Instruction.

MINUTE by the Right Honourable the Governor.

V. 445. UNDER the conditional sanction conveyed in Mr. Dalrymple's letter, I think that the rules, with the amendments suggested in para. 5 of Mr. Erskine's official memorandum of 4th January 1856, should now be published. They appear to me to possess some advantages over the more general ones which have been issued in Bengal and in the North-Western Provinces, inasmuch as they afford much more information as to the conditions upon which grants in aid will be given, information which must be of use to all those who may think of availing themselves of their provisions; they have also been communicated to, and are approved of by many who are anxious to benefit by them, as well as by all the officers of the Department of Public Instruction.

Upon these grounds, I prefer the more detailed rules which have been submitted by Mr. Erskine, and adopted by this Government, to the more general rules which have been published elsewhere; the very fact of their being professedly only provisional, disposes I think of the only objection which can be urged against them, as they can be modified wherever they are found to require amendment.

The

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* Wording of Rule 4 as drafted by me: "Grants in aid will generally be accorded only to schools in which some fee, however small, is paid by the pupils, except normal schools."

Wording of the last clause of para. 54 of the despatch: "Grants in aid shall, as a general principle, be made to such schools only (with the exception of normal schools) as require some fee, however small, from their scholars."

The President in Council was probably not aware that the four first rules were taken almost verbatim from the Honourable Court's despatch, or he would not have directed us to omit the two first, and to modify the others. It cannot be necessary to suppress what has been already promulgated by the Honourable Court. If it is thought necessary, the verbal alterations which we are directed to make in the 3d and 4th rules can be introduced; but I cannot say that I consider them improvements.

4 January 1856. (signed) *Elphinstone.*

MINUTE by the Honourable Mr. *J. G. Lumsden.*

IN consideration of what is stated by our President, that the rules compiled by Mr. Erskine "have been communicated to, and are approved of by many who are anxious to benefit by them," I shall not object to our taking advantage of the qualified sanction to publish them as provisional rules given by the Government of India in the 7th para. of Mr. Dalrymple's letter. V. 446.

As regards the alterations, I think the directions of the President in Council had better be followed. The identity of the first rules with the instructions in the Honourable Court's despatch can be pointed out.

12 January 1856. (signed) *J. G. Lumsden.*

MINUTE by the Honourable Mr. *A. Malet.*

I THINK Mr. Erskine's rules are very good, but that in deference to the wishes of the Honourable President in Council, it is advisable to make the alteration suggested by him. V. 447.

12 January 1856. (signed) *A. Malet.*

Further MINUTE by the Right Honourable the Governor.

WITH the utmost deference for the President in Council, I prefer the rules which were recommended by this Government, and I think that we should avail ourselves of his Honor's permission to adopt them provisionally. V. 448.

18 January 1856. (signed) *Elphinstone.*

Further MINUTE by the Honourable Mr. *J. G. Lumsden.*

I UNDERSTAND that he only allows us to adopt them provisionally, with the alterations he suggests. V. 449.

21 January 1856. (signed) *J. G. Lumsden.*

Further MINUTE by the Honourable Mr. *A. Malet.*

I DO not object. V. 450.

21 January 1856. (signed) *A. Malet.*

(No. 297 of 1856.)

To the Director of Public Instruction.

Sir,

I AM directed to inform you that the provisional rules for grants in aid of education proposed by you, revised as suggested in your memorandum No. 24, dated 4th January 1856, will be published in the next Government Gazette. V. 451.

I have, &c.
(signed) *W. Hart,*
Secretary to Government.

Bombay Castle.

NOTIFICATION.

V. 452. The following provisional rules for grants in aid of education in the Bombay Presidency are published for general information, with the sanction of the Government of India.

This system of Government grants in aid is founded on an entire abstinence from interference with the religious doctrines inculcated in the schools to be aided. The officers who are to visit and inspect schools on behalf of Government have accordingly been instructed not to notice religious teaching either in their examinations or reports.

All parties desirous of participating in these grants, and prepared to accept them on the conditions indicated, should communicate with the nearest visitor of schools, or educational inspector.

Rules.

1. The system of grants in aid, which is stated to have been successfully carried out in England, is to be adopted in this Presidency.

2. This system is based upon an entire abstinence from interference with the religious instruction conveyed in the school assisted.

3. Aid will be given, as far as possible, to all schools in which a good secular education is imparted, or in which the secular knowledge conveyed is such as to entitle the school to consideration in the distribution of the sums applied to grants in aid; provided always—

1st. That the schools to be assisted are under the local management of private patrons, voluntary subscribers, or trustees of endowments, who will undertake the general superintendence, and guarantee the continuance of the school for a given time; and,

2d. That the managers consent to Government inspection, and agree to the conditions by which the grants are to be regulated.

4. Grants in aid will generally be accorded only to schools in which some fee, however small, is paid by the pupils, except normal schools.

5. Grants will be appropriated to specific objects; as, for instance, augmenting the salaries of head masters and masters; supplying junior teachers; founding, wholly or in part, scholarships. They will not be given as mere contributions in aid of general expenses.

6. Aid may be given to all schools and institutions in which the required conditions are fulfilled, whether they be Anglo-vernacular or vernacular, and whether for males or females.

7. Grants will be made only upon written applications, specifying clearly,

1st. The fund appropriated from private or local sources towards the maintenance of the school.

2d. The exact charges upon those funds.

3d. The persons responsible for the management of the school, and how long they will guarantee its continuance.

4th. The average number, ages, and duration of attendance of pupils.

5th. The course of secular instruction imparted, including the books used in several classes.

8. A Government grant will in no case be paid until the proportion of local and private contributions be duly brought forward.

9. The Government grant to any school will not exceed in amount the sum expended on it by private persons or by associations, and will be conditional on increased activity on the part of the inhabitants or supporters of the school, who will certify in their applications that the sum to be annually expended on the school from private and local funds is not less than that so expended during each of the last three years.

10. The

10. The management of aided schools will be vested solely in the local committees or trustees.

11. In the first instance, aid will not generally be given to any school at which the average number of pupils shall be less than 25, or in which the pupils daily attending shall ordinarily fall below the number on the register by more than 14 per cent.

12. Aid in the shape of scholarships will not be given to any village or primary vernacular school, unless the inspector shall be satisfied that the pupils are therein thoroughly trained and grounded on a good system. The exact nature and extent of attainments to be required in such schools, as the condition of a grant, will hereafter be defined.

13. It will be specially noticed, in regard to each school recommended for a grant in aid, whether or not the native mode of keeping accounts, and of computing interest, be thoroughly taught there.

14. No scholarship connected with any village or primary vernacular school will be of a higher value than three rupees per mensem; or will be obtainable until the candidate shall have passed a satisfactory examination in the branches taught in the school; or will be held by any but a pupil attending some Government or inspected superior vernacular school; and not even by such an one for a period exceeding two years. It will be liable to forfeiture at any time from misconduct or unsatisfactory progress.

15. There will not be more than one scholarship annually available in any village or primary vernacular school, unless the attainments and the number of pupils be both remarkably great.

16. Aid in the shape of augmented salary to masters will not ordinarily be granted to any village or primary vernacular school, unless the inspector be satisfied that the state of the local or private funds obliges the managers to fix the pay of the masters at a rate lower than that laid down in the scale of salaries on the margin,* and that he is really a competent teacher, and his pupils thoroughly instructed in the branches taught in the school.

17. In cases of extraordinary merit on the part of a teacher, the limit of pay prescribed in the above rule may sometimes be exceeded. A deserving schoolmaster will also be encouraged to look for reward in the way of promotion in the Department of Education, or in some other branch of the public service.

18. The continuance of all grants in aid of the pay of village and primary vernacular schoolmasters will depend on the continued good reports of the inspectors.

19. Aid in the shape of scholarships will not be given to any superior vernacular school, unless the inspector shall be satisfied that the pupils are therein thoroughly instructed in the branches specified in the margin.†

20. No

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* In a school containing from	25 to 60 pupils,	10	rupees per mensem.		
,, ,, ,,	60 to 100	,,	15	,,	,,
,, ,, ,,	100 to 150	,,	20	,,	,,
,, ,,	above 150 - - -	,,	25	,,	,,

† 1. To read his vernacular language with fluency; to write it from dictation correctly, and in a fair legible hand.

2. To correct obvious instances of false grammar, and to parse and explain the meaning of a passage in any of the class books.

3. The common rules of arithmetic, vulgar and decimal fractions, simple and compound proportion, practice; involution and evolution; the native mode of keeping accounts; algebra, as far as simple equations, and at least the first 34 propositions of Hutton's Geometry.

4 In Geography—The definitions, the figure and magnitude of the earth, the principal mountains and rivers, the boundaries of the different countries of Asia and Europe, and the capitals or chief cities in each; the particular geography of India, and especially of the zillah in which the talookas are situated.

5. In History—The Introduction to the History of India, and History of Maharastra. (*N.B.*—Not yet published in Guzeratee.)

20. No scholarship connected with any superior vernacular school will be of higher value than 5 rupees per mensem; or will be obtainable until the candidate shall have passed a satisfactory examination in the branches above enumerated; or will be retainable by any but a pupil attending the zilla school, or some inspected school (in the zillah) at which English is taught. Such scholarships will be tenable for three years, but liable to forfeiture at any time from misconduct or unsatisfactory progress.

21. The number of scholarships available in a superior vernacular school will not generally exceed 2 per cent. of the number of pupils regularly attending the same.

22. Aid in the shape of augmented salary to masters will not ordinarily be granted to any superior vernacular school, unless the inspector shall be satisfied that the state of the local and private funds obliges the managers to fix the pay of the master at a rate lower than those named in the margin;* and that he is competent to teach the branches named in the margin;† and, finally, that the pupils are thoroughly instructed in the branches taught in the school.

23. In cases of extraordinary merit on the part of a teacher, the limit of pay prescribed in the above rule may be exceeded, with the sanction of the Director.

24. The continuance of all grants in aid of the pay of superior vernacular schoolmasters will depend on the continued good reports of the inspectors.

25. Aid in the shape of scholarships will not be given to any zillah school, unless the inspector shall be satisfied that the pupils are therein thoroughly instructed in the branches specified on the margin.‡

26. No scholarships connected with any zillah school will be of a higher value than seven rupees per mensem, or will be obtainable until the candidate shall have passed a satisfactory examination in the branches above enumerated, or will be retainable by any but a pupil attending some provincial or inspected college; such scholarships will be tenable for three years, but liable to forfeiture at any time from misconduct, or unsatisfactory conduct.

27. The

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* In a school containing 40 to 100 pupils, 25 rupees.
" " 100 to 150 " 32 "
" " above 150 " 40 "

† In addition to the standard for pupils:—
1. The elements of Physical Geography and Political Economy.
2. History of British India and England.
3. Algebra, as far as quadratic equations; the first three books of Euclid; Practical Geometry.

‡ VERNACULAR BRANCH.

1. To read his vernacular language correctly and fluently, either from a printed book or ordinary manuscript, and to write accurately from dictation.

2. To parse and explain the meaning of a passage selected from any of the books he has read.

3. The outlines of geography and astronomy, the particular geography of India, especially of his own zillah, the geography and history of Maharastra, and the Introduction to the History of India.

4. The common rules of arithmetic; simple and compound proportion, vulgar and decimal fractions, interest, extraction of the square and cube root; native accounts; mensuration of planes and solids; algebra, as far as quadratic equations; 40 propositions of Hutton's Geometry; plane trigonometry; natural philosophy for beginners.

ENGLISH BRANCH.

1. To read correctly and fluently, both in his vernacular language and English, either from a printed book or ordinary manuscript.

2. To translate accurately from English into his vernacular, and from his vernacular into English, and to write out these translations, in a fair legible hand, in both languages.

3. To parse and explain the meaning of a passage selected from any of the books he has read.

4. Outlines of astronomy; general and political geography of the four quarters of the world; particular geography of India, particularly of his own zillah; outlines of the History of India and of England.

5. The common rules of arithmetic; simple and compound proportion, vulgar and decimal fractions, interest; algebra, as far as quadratic equations, the first six books of Euclid, and plane trigonometry.

27. The number of scholarships to be available in a Zilla school, will not generally exceed three per cent. of the number of pupils regularly attending the same.

28. Aid in the shape of augmented salary to masters, will not be granted to any Zilla school, unless the inspector shall be satisfied, and shall report that the master is possessed of undoubted merit and qualifications.

29. Aid in the shape of augmented salary to assistant masters will not at first be granted in the proportion of more than one assistant to 75 pupils.

30. The continuance of grants in aid of the pay of Zilla or other English schoolmasters, will depend on the continued good reports of the inspectors.

31. Masters in aided schools, whose salaries are paid wholly, or in part, by Government, will be subordinate to the local managers alone, and will not in any way be regarded as Government servants. The local managers will take care that their masters are of good moral character.

32. For private schools, girls' schools, industrial schools, and the higher kinds of educational institutions in the larger towns, no definite scales can be fixed. Special reports and recommendations will be made in each case by the inspector, who will be guided as far as possible by the analogy of the preceding rules.

33. In special cases, grants may be made, with the sanction of the director, in aid of school buildings, and also grants of school and other books, and specimens for museums, &c. But these will not generally be accorded, except in cases wherein special efforts have been made by the community, or local society thus assisted.

34. When a grant towards school buildings is desired, the local managers will undertake in the outset, to observe the Government rules relative to sites, dimensions, and arrangements of school houses, and to make a regular assignment of the buildings for school purposes.

35. When a grant for the purchase of school furniture, or a grant of school books, maps, or apparatus is desired, the local managers will undertake to be responsible for the due preservation of the same, and for their application to the purposes for which they are to be supplied.

36. No grant for the payment of pupil teachers will be made to any school unless it shall be certified that the master is fully competent to train such pupil teachers, and that the pupils to be paid have been present (after examination) at least one year in his school.

37. The inspection of aided school is regarded as a means of co-operation between Government and the local managers, who will thus have an opportunity of ascertaining what improvements in the apparatus and internal arrangement of schools, in school management and discipline, and in the method of teaching, have been sanctioned by the most recent experience.

38. The above rules indicate generally the limits within which Government grants will be made. The award of any particular grant, however, and the extent of it, will ultimately depend on the comparative merits of each school applying for aid, with reference to the total sum at the disposal of Government for distribution in that manner.

By order of the Right Honourable the Governor in Council.

(signed) *W. Hart,*
Secretary to Government.

(True extract.)

W. Hart,
Secretary to Government.

(No. 1906.)

Fort William, Home Department, Education, 12 December 1856.

READ again, the despatch from the Honourable the Court of Directors, in the Public Department, No. 49, dated the 19th July 1854, on the subject of Education in India.

26 January 1855, Nos. 147 to 159. Read again, the papers on the subject, recorded on the Consultation of the date noted in the margin.

Read again, the letter addressed to the Honourable the Court of Directors, under date the 26th January 1855, reporting the measures adopted for giving effect to the Honourable Court's instructions on the subject of general education.

Read again, the Honourable Court's reply, No. 65 of 1855, dated the 27th June.

7 Sept. 1855, No. 40. 12 Oct. 1855, No. 46. Read again, the papers recorded on the Consultations of the dates noted in the margin.

Read again, the letter, No. 88 of 1855, addressed to the Honourable the Court of Directors, under date the 12th October.

Read the Report of the University Committee, dated 7th August 1856, with its eleven enclosures.

Read the following Minutes :—

By the Governor-General, dated the 15th November 1856.
,, Honourable J. A. Dorin, dated the 24th November 1856.
,, Major-General the Honourable J. Low, dated the 25th November 1856.
,, Honourable J. P. Grant, dated the 29th November 1856.
,, Honourable B. Peacock, dated the 1st December 1856.

Read also, the draft of a Bill submitted by the secretary, for the incorporation of the Universities of Calcutta, Madras, and Bombay.

RESOLUTION.

1. In conformity with the directions of the Honourable Court of Directors, as contained in paras. 24 to 35 of their despatch in the Public Department, No. 49, dated the 19th July 1854, a committee was appointed, on the 26th January 1855, to prepare a scheme for the establishment of universities in the presidency towns of Calcutta, Madras, and Bombay.

2. When the committee was appointed, some doubt was felt as to whether the Honourable Court desired the Government of India to proceed at once, on receiving the report of the committee, to the establishment of universities, or whether they desired that a further reference should be made to them on the subject. This doubt has been removed by the Honourable Court, in their despatch of the 27th June 1855 (para. 6), in which they say :—"We are of opinion, that all the measures necessary for the constitution of the universities should, in the first instance, proceed directly from your Government, and we accordingly authorise you to proceed in the matter in such a way as may seem best to you, without further reference to us. We would only remark, that we approve your intention, that the universities, at the different Presidencies, should be formed on the same general basis, leaving it to the senates of the several universities to form the detailed rules, with such variations as local circumstances may render advisable."

3. The committee having now submitted their report, dated the 7th August last, the Governor-General in Council proceeds at once to take into consideration the establishment of the universities at the three Presidency towns, in accordance with the views of the Honourable Court.

4. In the orders of the Government of India, appointing the committee, it was observed, "that the details of a scheme, in accordance with the outline sketched in the despatch, should be settled with as little delay as possible, so that bills for the incorporation of the universities at Calcutta, Madras, and Bombay, may, at the proper time, be brought into the Legislative Council, and that draft rules for examinations, for the grant of degrees, and for other cognate matters, may be ready for discussion and adoption by the senates so soon as those bills are passed into law." The committee, therefore, though at the commencement of their proceedings they appointed a sub-committee to prepare the drafts of bills for

for the incorporation of the universities, and though such drafts were actually prepared, considered eventually "that this was a matter beyond their province, and that the appointment of the senates, and the framing of rules for their guidance, whether under the sanction of law or otherwise, must rest, in the first instance at least, with the Governor-General in Council." They have not, in short, dealt with the constitution of the universities, or of the governing bodies, but have addressed themselves exclusively to the system of examination for entrance degrees and honours in the several branches of arts, medicine, law, and civil engineering.

5. The thanks of the Government are largely due to the members of the committee, for the careful and complete manner in which they have discharged their trust, amongst pressing avocations and claims upon their time, which, with many, can have left little room for additional labours. The work has been admirably performed, and the Governor-General in Council has no hesitation in adopting, unreservedly, the scheme of the committee, which, with few exceptions, is strictly in accordance with the views expressed by the Honourable Court, in their Despatch of 19th July 1854, and by the Government of India in the letter appointing the committee.

6. As regards the examination upon entrance, the Governor-General in Council entirely agrees with the committee in the opinion that it ought to be required. His Lordship in Council believes that the mode in which it is proposed to hold it is the most convenient that could be adopted, and that the standard is fixed judiciously.

7. His Lordship in Council thinks that the committee have given good reasons for not departing from the titles of Bachelor of Arts and Master of Arts, which are familiar, and have a recognised value in England and throughout Europe; and that they have done well in making the higher degree in itself the mark of honours awarded.

8. In respect of the examination for the first degree, although it is with some distrust that the Governor-General in Council expresses an opinion different from that formed by the committee after careful consideration, his Lordship in Council is of opinion that conditions somewhat more precise might, with advantage, have been laid down as an indication of the minimum of acquirements which should entitle a candidate to that degree.

9. According to the views of the committee, this minimum is to be determined by the examiners acting under the instructions of the senate; and no doubt, whatever rules the committee might have framed, the application of them in practice, and a consistent adherence to them, would depend mainly upon the examiners. Nevertheless, his Lordship in Council would have been glad if, without attempting to define accurately the minimum to be exacted in each branch of study (which, indeed, would be impracticable), it had been declared indispensably necessary that a thorough and perfect knowledge of some branches up to a certain point, or a complete mastery of certain recognised text-books, should be exhibited, not as in itself sufficient to secure even a bare degree, but as a *sine quâ non*, without which no degree should be granted.

10. Mathematics up to a certain stage, or the elements of logic as treated in the works of one or other standard writer, might be prescribed as subjects upon which the knowledge of the candidates would be as strictly and thoroughly tested, as in the case of their own vernacular language, a critical knowledge of which is wisely insisted upon.

11. The Governor-General in Council considers, that some such rule would be beneficial, as enjoining exactness and completeness of knowledge, and as indicating that, though the amount required is described as "moderate," that which is known should be known thoroughly. The habit of discursive reading, and the acquisition thereby of superficial knowledge, are always dangerously seductive to students, and are too often encouraged by teachers; and the wide range of study to which even those who aim at the lowest degree are invited may increase the danger. That the range should be wide is, in itself, quite right; but the fact that it is so seems to call for some counteracting inducement to close and accurate study.

12. With these observations, the Governor-General in Council will leave the further consideration of this important point to the senates.

13. The Governor-General in Council cordially agrees in the decision to which the committee have come in admitting the evidences of revealed religion as contained in Butler's Analogy and Paley's Evidences, as one of the subjects which a candidate for honours in the mental and moral sciences may select for examination. The subject being entirely optional, and consideration being had for the studies pursued in affiliated institutions, in some of which Theology will hold a prominent place, his Lordship in Council cannot think that this will be deemed by the Honourable Court to be an infringement of the spirit of their injunction that the examination for degrees should not include subjects connected with religious belief.

14. The rules by which degrees in medicine and in civil engineering are to be governed call for no observation.

15. It is recommended that there shall be but one degree in Law, and that a degree in Arts shall be a necessary condition of obtaining it, provided that the standard of an ordinary degree in Arts is not fixed so high as to make it too severe a test of the general education of a law student. The Governor-General in Council is of opinion that the standard of an ordinary degree in Arts ought not to be, and is not in the committee's scheme, fixed so high as to give any reasonable ground for such an objection.

16. Whether a degree in law shall be made a condition of admission to the bar, or to the judicial service of the Company, will be determined by the Government hereafter. The question must be decided solely upon a consideration of what may most conduce to a sound administration of the law, and it would be quite premature to discuss it before the university has come into active operation, and has been proved. The course of study in the university has properly been fixed without reference to the decision which may be taken upon this point.

17. The committee have recommended that the proceedings of the senates of the several universities should be subject to the control of a central authority, such as the Governor-General in Council, so that general uniformity may be observed, and that, in the words of the Government, "at each Presidency town the same degree of acquirement, in every branch of knowledge, should entitle its possessor to the same kind of academical distinction and honour." This will be very necessary. That the several universities may differ from each other in respect of the particular branch of learning which each may most successfully cultivate, and that with time each will assume a distinctive character and merits of its own, is very probable; but it is essential that the degrees and honours which each will have to confer should, respectively, mark the same amount of acquirement and merit.

18. For this purpose, and in order to preserve a general harmony of constitution, but with no desire to enforce vigorous uniformity in matters in which local considerations and the judgment of the local governments may beneficially have free scope, it will be necessary that the proceedings of each senate should be reported to the Government of India, and that all bye-laws and regulations passed by them should receive the sanction of the Governor-General in Council.

19. The draft of a Bill for the incorporation of the University of Calcutta, with suitable adaptations for the other Presidencies, has been approved generally by the Governor-General in Council, and will be placed in the hands of the Honourable Sir James Colvile, whom it is proposed to name Vice-Chancellor of the university, with a request that his Honor will take charge of it in the Legislative Council.

20. The Governor-General in Council is hereby pleased to declare, in anticipation of the Act of the Legislature, that the Governor-General of India for the time being shall be Chancellor of the University of Calcutta, and that the Governors of Madras and Bombay for the time being shall be, respectively, the Chancellors of the Universities of Madras and Bombay, and that the Lieutenant-governors of Bengal and the North-Western Provinces, the Chief Justice of Bengal,

Bengal, the Bishop of Calcutta, and the members of the Supreme Council of India, all for the time being, shall be *ex officio* fellows of the University of Calcutta.

21. His Lordship in Council is also pleased to appoint Sir James William Colvile, Knt., Chief Justice of Her Majesty's Supreme Court of Judicature at Calcutta, and late President of the Council of Education, to be the first Vice-Chancellor of the University of Calcutta.

22. His Lordship in Council is also pleased to appoint the following persons to be fellows of the University of Calcutta:—

Charles Allen, Esq., Member of the Legislative Council of India.
Henry Ricketts, Esq., Provisional Member of the Supreme Council of India.
Charles Binny Trevor, Esq., Judge of the Sudder Court in Bengal.
Prince Gholam Muhummud.
William Ritchie, Esq., Advocate-general in Bengal.
Cecil Beadon, Esq., Secretary to the Government of India.
Colonel Henry Goodwyn, of the Bengal Engineers, Chief Engineer in Bengal.
William Gordon Young, Esq., Director of Public Instruction in Bengal.
Lieutenant-colonel William Erskine Baker, of the Bengal Engineers, Secretary to the Government of India.
Lieutenant-colonel Andrew Scott Waugh, of the Bengal Engineers, Surveyor-general of India.
Kenneth Mackinnon, Esq., Doctor in Medicine.
Hodgson Pratt, Esq., Inspector of Schools in Bengal.
Henry Walker, Esq., Professor of Anatomy and Physiology in the Medical College of Bengal.
Thomas Thomson, Esq., Doctor in Medicine, Superintendent of the Botanical Garden at Calcutta.
Frederick James Mouat, Esq., Doctor in Medicine and Fellow of the Royal College of Surgeons.
Lieutenant William Nassau Lees, of the Bengal Infantry.
The Reverend William Kay, Doctor of Divinity, Principal of Bishop's College.
The Reverend Alexander Duff, Doctor of Divinity.
Thomas Oldham, Esq., Superintendent of the Geological Survey of India.
Henry Woodrow, Esq., Inspector of Schools in Bengal.
Leonidas Clint, Esq., Principal of the Presidency College.
Prosunno Comar Tagore, Clerk, Assistant of the Legislative Council of India.
Ramapershad Roy, Government Pleader in the Sudder Court of Bengal.
The Reverend William Stephenson, Rector of St. John's College.
The Reverend James Ogilvie, Master of Arts.
The Reverend Joseph Mullens, Bachelor of Arts.
Moulavy Muhummud Wujeeh, Principal of the Calcutta Mudrussah.
Ishwar Chundrah Bidyasagor, Principal of the Sanskrit College of Calcutta.
Ramgopaul Ghose, formerly Member of the Council of Education.

23. The Vice-Chancellor and Fellows of the Madras and Bombay Universities will be appointed by the Governor in Council of Madras and Bombay, respectively. A list of the Vice-Chancellor and Fellows composing each Senate will be furnished to this department by the local governments for communication to the Legislative Council, and insertion in the Acts of incorporation.

24. The meetings of the Calcutta University Senate can, for the present, with the permission of the Lieutenant-governor of Bengal, be held in the Council-room of the Medical College Hospital and the university examinations in the Town Hall. The Senate is authorised to appoint a registrar from among the officers of the Education Department, on a salary not exceeding 300 rupees a month, and to provide him with a clerk on a salary of 50 rupees a month, and two messengers on six rupees a month each.

25. The Senate is also authorised to appoint, from time to time, as many examiners as may be required for the examination of the candidates for entrance degrees and honours, in the several faculties of the university, and to award to each examiner such remuneration as may be considered sufficient, not exceeding, for the present, 1,200 rupees a year in any case.

26. The Senate will proceed forthwith to promulgate the rules proposed by the Committee, and sanctioned by the Government of India, and to pass such other rules, and take such further measures, as may be necessary to give early and full effect to the scheme.

Ordered, that the necessary letters be addressed to the Honourable Sir James William Colvile and the other fellows of the university.

Ordered, that a copy of this resolution be furnished to each of the local governments for information and guidance, and to the several departments of the Government of India, for information and such further orders as may be necessary.

Ordered, that a copy of this resolution be published in the Calcutta and Vernacular Gazettes for general information.

Cecil Beadon,
Secretary to the Govt. of India.

Act No. II. of 1857.—Passed by the Legislative Council of India.

(Received the Assent of the Governor-General on the 24th of January 1857.)

An Act to establish and incorporate an University at Calcutta.

Whereas for the better encouragement of Her Majesty's subjects of all classes and denominations within the Presidency of Fort William, in Bengal, and other parts of India, in the pursuit of a regular and liberal course of education, it has been determined to establish an University at Calcutta for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of literature, science, and art, and of rewarding them by academical degrees as evidence of their respective attainments, and marks of honour proportioned thereunto: and whereas, for effectuating the purposes aforesaid, it is expedient that such University should be incorporated: It is enacted as follows (that is to say):—

I. The following persons, namely,

The Right Honourable Charles John Viscount Canning, Governor-General of India.

The Honourable John Russell Colvin, Lieutenant-governor of the North-Western Provinces.

The Honourable Frederick James Halliday, Lieutenant-Governor of Bengal.

The Honourable Sir James William Colvile, Knt., Chief Justice of the Supreme Court of Judicature in Bengal.

The Right Reverend Daniel Wilson, Doctor of Divinity, Bishop of Calcutta.

The Honourable George Anson, General, Commander-in-Chief of the Forces in India.

The Honourable Joseph Alexander Dorin, Member of the Supreme Council of India.

The Honourable John Low, Major-general, Companion of the Most honourable Order of the Bath, Member of the Supreme Council of India.

The Honourable John Peter Grant, Member of the Supreme Council of India.

The Honourable Barnes Peacock, Member of the Supreme Council of India.

Charles Allen, Esq., Member of the Legislative Council of India.

Henry Ricketts, Esq., Provisional Member of the Supreme Council of India.

Charles Binny Trevor, Esq., Judge of the Sudder Court in Bengal.

Prince Gholam Muhammud.

William Ritchie, Esq., Advocate-general in Bengal.

Cecil Beadon, Esq., Secretary to the Government of India.

Colonel Henry Goodwyn, of the Bengal Engineers, Chief Engineer in Bengal.

William Gordon Young, Esq., Director of Public Instruction in Bengal.

Lieutenant-colonel William Erskine Baker, of the Bengal Engineers, Secretary to the Government of India.

Lieutenant-colonel Andrew Scott Waugh, of the Bengal Engineers, Surveyor-general of India.

Kenneth Mackinnon, Esq., Doctor in Medicine.

Hodgson

Hodgson Pratt, Esq., Inspector of Schools in Bengal.
Henry Walker, Esq., Professor of Anatomy and Physiology in the Medical College of Bengal.
Thomas Thomson, Esq., Doctor in Medicine, Superintendent of the Botanical Garden at Calcutta.
Frederick John Mouat, Esq., Doctor in Medicine, and Fellow of the Royal College of Surgeons.
Lieutenant William Nassau Lees, of the Bengal Infantry.
The Reverend William Kay, Doctor of Divinity, Principal of Bishop's College.
The Reverend Alexander Duff, Doctor of Divinity.
Thomas Oldham, Esq., Superintendent of the Geological Survey of India.
Henry Woodrow, Esq., Inspector of Schools in Bengal.
Leonidas Clint, Esq., Principal of the Presidency College.
Prosonno Coomar Tagore, Clerk Assistant of the Legislative Council of India.
Ramapershad Roy, Government Pleader in the Sudder Court of Bengal.
The Reverend James Ogilvie, Master of Arts.
The Reverend Joseph Mullens, Bachelor of Arts.
Moulavy Muhammud Wujeeh, Principal of the Calcutta Mudrasah.
Ishwar Chundra Bidya Sagur, Principal of the Sanskrit College of Calcutta.
Ramgopaul Ghose, formerly Member of the Council of Education.
Alexander Grant, Esq., Apothecary to the East India Company.
Henry Stewart Reid, Esq., Director of Public Instruction in the North-Western Provinces,

being the first Chancellor, Vice-Chancellor, and Fellows of the said university, and all the persons who may hereafter become or be appointed to be Chancellor, Vice-Chancellor, or Fellows as hereinafter mentioned, so long as they shall continue to be such Chancellor, Vice-Chancellor, or Fellows, are hereby constituted and declared to be one body politic and corporate by the name of the University of Calcutta; and such body politic shall by such name have perpetual succession, and shall have a common seal, and by such name shall sue and be sued, implead and be impleaded, and answer and be answered unto, in every court of justice within the territories in the possession and under the Government of the East India Company.

II. The said body corporate shall be able and capable in law to take, purchase, and hold any property, movable or immovable, which may become vested in it for the purposes of the said university by virtue of any purchase, grant, testamentary disposition, or otherwise; and shall be able and capable in law to grant, demise, alien, or otherwise dispose of all or any of the property, movable or immovable, belonging to the said university; and also to do all other matters incidental or appertaining to a body corporate. *Power to hold and dispose of property.*

III. The said body corporate shall consist of one Chancellor, one Vice-Chancellor, and such number of *ex officio* and other Fellows as the Governor-General of India in Council hath already appointed, or shall from time to time, by any order published in the "Calcutta Gazette," hereafter appoint; and the Chancellor, Vice-Chancellor, and Fellows for the time being shall constitute the Senate of the said university. Provided that, if any person being Chancellor, Vice-Chancellor, or Fellow of the said university, shall leave India without the intention of returning thereto, his office shall thereupon become vacant. *Constitution of body corporate. Senate. Office vacated by leaving India.*

IV. The Governor-General of India for the time being shall be the Chancellor of the said university, and the first Chancellor shall be the Right Honourable Charles John Viscount Canning. *Chancellor.*

V. The first Vice-Chancellor of the said university shall be Sir James William Colvile, Knt. The office of Vice-Chancellor shall be held for two years only; and the Vice-Chancellor herein-before nominated shall go out of office on the 1st day of January 1859. Whenever a vacancy shall occur in the office of Vice-Chancellor of the said university by death, resignation, departure from India, effluxion of time, or otherwise, the Governor-General of India in Council shall, by notification in the "Calcutta Gazette," nominate a fit and proper person, being one of the Fellows of the said university, to be Vice-Chancellor in the room of the person occasioning such vacancy. Provided that, on any vacancy in the said office which shall occur by effluxion of time, the Governor-General of India in *Vice-Chancellor.*

in Council shall have power to re-appoint the Vice-Chancellor herein-before nominated or any future Vice-Chancellor to such office.

Fellows.

VI. The Lieutenant-Governors of Bengal and the North-Western Provinces, the Chief Justice of the Supreme Court of Judicature at Fort William, in Bengal, or of any court of judicature hereafter to be constituted to or in which the powers of the said Supreme Court may be transferred or vested, the Bishop of Calcutta, and the members of the Supreme Council of India, all for the time being, shall be *ex officio* Fellows of the said university. The whole number of the Fellows of the said university, exclusive of the Chancellor and Vice-Chancellor for the time being, shall never be less than 30; and whenever the number of the said Fellows, exclusive as aforesaid, shall by death, resignation, departure from India, or otherwise, be reduced below 30, the Governor-General of India in Council shall forthwith, by notification in the "Calcutta Gazette," nominate so many fit and proper persons to be Fellows of the said university as, with the then Fellows of the said university, shall make the number of such Fellows, exclusive as aforesaid, 30. But nothing herein contained shall prevent the Governor-General of India in Council from nominating more than 30 persons to be Fellows of the said university if he shall see fit.

The appointment of a Fellow may be cancelled.

VII. The Governor-General of India in Council may cancel the appointment of any person already appointed, or hereafter to be appointed a Fellow of the university, and as soon as such order is notified in the "Gazette," the person so appointed shall cease to be a Fellow.

Chancellor, vice-chancellor, and fellows to superintend the affairs of the university.

VIII. The Chancellor, Vice-Chancellor, and Fellows for the time being shall have the entire management of and superintendence over the affairs, concerns, and property of the said university; and in all cases unprovided for by this Act, it shall be lawful for the Chancellor, Vice-Chancellor, and Fellows to act in such manner as shall appear to them best calculated to promote the purposes intended by the said university. The said Chancellor, Vice-Chancellor, and Fellows shall have full power from time to time to make and alter any bye-laws and regulations (so as the same be not repugnant to law, or to the general objects and provisions of this Act) touching the examination for degrees and the granting of the same; and touching the examination for honours and the granting of marks of honour for a higher proficiency in the different branches of literature, science, and art; and touching the qualifications of the candidates for degrees, and the previous course of instruction to be followed by them, and the preliminary examinations to be submitted to by them; and touching the mode and time of convening the meetings of the Chancellor, Vice-Chancellor, and Fellows; and, in general, touching all other matters whatever regarding the said university. And all such bye-laws and regulations when reduced into writing, and after the common seal of the said university shall have been affixed thereto, shall be binding upon all persons, members of the said university, and all candidates for degrees to be conferred by the same, provided such bye-laws and regulations shall have been first submitted to and shall have received the approval of the Governor-General of India in Council.

Bye-laws.

Meetings of the Senate.

IX. All questions which shall come before the Chancellor, Vice-Chancellor and Fellows, shall be decided at a meeting of the Senate by the majority of the members present; and the chairman at any such meeting shall have a vote, and, in case of an equality of votes, a second or casting vote. No question shall be decided at any meeting, unless the Chancellor, or Vice-Chancellor, and five Fellows, or, in the absence of the Chancellor and Vice-Chancellor, unless six Fellows at the least, shall be present at the time of the decision. At every meeting of the Senate, the Chancellor, or in his absence, the Vice-Chancellor, shall preside as chairman; and, in the absence of both, a chairman shall be chosen by the Fellows present, or the major part of them.

Appointment and removal of examiners and officers.

X. The said Chancellor, Vice-Chancellor and Fellows for the time being shall have full power from time to time to appoint, and, as they shall see occasion, to remove all examiners, officers, and servants of the said university.

Power to confer degrees.

XI. The said Chancellor, Vice-Chancellor and Fellows shall have power, after examination, to confer the several degrees of bachelor of arts, master of arts, bachelor of laws, licentiate of medicine, doctor of medicine, and master of civil engineering; they also have power, after examination, to confer upon the candidates for the said several

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several degrees mark of honour for a high degree of proficiency in the different branches of literatur , science and art, according to rules to be determined by the bye-laws to be from time to time made by them under the power in that behalf given to them by this Act.

XII. Except by special order of the Senate, no person shall be admitted as a candidate for the degree of bachelor of arts, master of arts, bachelor of laws, licentiate of medicine, doctor of medicine, or master of civil engineering, unless he shall present to the said Chancellor, Vice-Chancellor, and Fellows, a certificate from one of the institutions authorised in that behalf by the Governor-General of India in Council, to the effect that he has completed the course of instruction prescribed by the Chancellor, Vice-Chancellor, and Fellows of the said University, in the bye-laws to be made by them under the power in that behalf given by this Act. *Qualification for admission of candidates for degrees.*

XIII. The said Chancellor, Vice-Chancellor, and Fellows shall cause an examination for degrees to be held at least once in every year; on every such examination the candidates shall be examined either by examiners appointed for the purpose from among the Fellows by the said Chancellor, Vice-Chancellor, and fellows, or by other examiners so to be appointed; and on every such examination the candidates, whether candidates for an ordinary degree or for a degree with honours, shall be examined on as many subjects and in such manner as the said Chancellor, Vice-Chancellor, and Fellows shall appoint. *Examination for degrees.*

XIV. At the conclusion of every examination of the candidates, the examiners shall declare the name of every candidate whom they shall have deemed entitled to any of the said degrees, and his proficiency in relation to other candidates; and also the honours which he may have gained in respect of his proficiency in that department of knowledge in which he is about to graduate; and he shall receive from the said Chancellor a certificate, under the seal of the said University of Calcutta and signed by the said Chancellor or Vice-Chancellor, in which the particulars so stated shall be declared. *Grant of degrees.*

XV. The said Chancellor, Vice-Chancellor, and Fellows shall have power to charge such reasonable fees for the degrees to be conferred by them, and upon admission into the said University, and for continuance therein, as they, with the approbation of the Governor-General of India in Council, shall from time to time see fit to impose. Such fees shall be carried to one General Fee Fund for the payment of expenses of the said University, under the directions and regulations of the Governor-General of India in Council, to whom the accounts of income and expenditure of the said University shall once in every year be submitted for such examination and audit as the said Governor-General of India in Council may direct. *Fees.* *Annual accounts.*

ACT No. XXVII OF 1857.

Passed by the Legislative Council of India.

(Received the assent of the Governor General on the 5th September 1857.)

An Act to establish and incorporate an University at Madras.

Whereas, for the better encouragement of Her Majesty's subjects of all classes and denominations within the Presidency of Fort St. George and other parts of India in the pursuit of a regular and liberal course of education, it has been determined to establish an University at Madras for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of Literature, Science, and Art, and of rewarding them by academical degrees as evidence of their respective attainments, and marks of honour proportioned thereunto; and whereas, for effectuating the purposes aforesaid, it is expedient that such University should be incorporated: It is enacted as follows: (that is to say)— *Preamble.*

I. The following persons, namely, *Incorporation.*

The Right Honourable George Francis Robert, Lord Harris, Governor of Fort St. George.

The Honourable Sir Christopher Rawlinson, Knight, Chief Justice of the Supreme Court of Judicature at Madras.

The Right Reverend Thomas Dealtry, Doctor of Divinity, Bishop of Madras, *Ex-officio.*
The Honourable Sir Patrick Grant, Lieutenant-General, Knight Commander of the Most Honourable Order of the Bath, Commander-in-Chief of the Forces in Madras, *Ex-officio.*
The Honourable Walter Elliot, Member of the Council of Madras, *Ex-officio.*
The Honourable Sir Henry Conyngham Montgomery, Baronet, Member of the Council of Madras, *Ex-officio.*
Alexander John Arbuthnot, Esq., Director of Public Instruction, *Ex-officio.*
Eyre Burton Powell, Esq., Principal of the Presidency College, *Ex-officio.*
Henry Fortey, Esq., Acting Principal of the Presidency College, *Ex-officio.*
James Kellie, Esq., President of the Medical College Council, *Ex-officio.*
The Honourable Sir Henry Davison, Knight, Puisne Judge of the Supreme Court of Judicature at Madras.
Thomas Pycroft, Esq., Chief Secretary to Government.
Edward Maltby, Esq., Acting Chief Secretary to Government.
James Dewar Bourdillon, Esq., Secretary to Government.
Henry Forbes, Esq., Acting Secretary to Government.
Colonel Charles Alfred Browne, Secretary to Government.
James Blair Preston, Esq., Physician General.
The Reverend Robert Halley, Master of Arts, Principal of the Doveton College.
J. Townshend Fowler, Esq., Principal of the Government Normal School.
P. Soobroyooloo Naidoo, President of Patcheapah's Institution.
William Ambrose Morehead, Esq., Provisional Member of the Council of Madras.
Guy Lushington Prendergast, Esq., Accountant-General.
Colonel Arthur Thomas Cotton, Commandant of Engineers.
Colonel Charles Edward Faber, Chief Engineer in the Department of Public Works.
Lieutenant-Colonel Thomas Townsend Pears, Companion of the Most Honourable Order of the Bath, Consulting Engineer for Railways.
Lieutenant-Colonel George Balfour, Companion of the Most Honourable Order of the Bath.
The Reverend John Richards, Master of Arts.
Lieutenant-Colonel Frederick Conyers Cotton, Acting Mint Master.
Chittur Runganadum Sastry, Head Interpreter in the Supreme Court of Judicature.
John Emelius Mayer, Esq., Professor of Chemistry and Pharmacy in the Madras Medical College.
The Reverend Robert Kerr Hamilton, Master of Arts.
The Reverend George Hall, Master of Arts.
The Reverend Peter Sorenson Royston, Bachelor of Arts.
James Sanderson, Esq., Surgeon in the Madras Army.
The Reverend John Braidwood, Master of Arts.
John Dawson Mayne, Bachelor of Arts, Professor of Law, Moral and Mental Philosophy, and Logic, in the Presidency College.
Richard Burgass, Esq., Master of Arts, First Judge of the Court of Small Causes.
Lieutenant-Colonel John Joseph Losh, Military Auditor-General.
William Judson Vansomeren, Esq., Doctor in Medicine, Professor of Anatomy and Physiology in the Madras Medical College.
Samuel Jesudasen, Native Surgeon.
Major John Maitland, Superintendent Gun-carriage Manufactory.
The Reverend A. Burgess, The Reverend W. Grant,

being the first Chancellor, Vice-Chancellor, and Fellows of the said University, and all the persons who may hereafter become or be appointed to be Chancellor, Vice-Chancellor, or Fellows as hereinafter mentioned, so long as they shall continue to be such Chancellor, Vice-Chancellor, or Fellows, are hereby constituted and declared to be one body politic and corporate by the name of the University of Madras; and such body politic shall by such name have perpetual succession, and shall have a common seal, and by such name shall sue and be sued, implead and be impleaded, and answer and be answered unto, in every court of justice within the territories in the possession and under the Government of the East India Company.

II. The

approbation of the Governor of Fort St. George in Council, shall from time to time see fit to impose. Such fees shall be carried to one general fee fund for the payment of expenses of the said University under the directions and regulations of the Governor of Fort St. George in Council, to whom the accounts of income and expenditure of the said University shall once in every year be submitted for such examination and audit as the said Governor of Fort St. George in Council may direct. Annual accounts.

ACT No. XXII of 1857.

Passed by the Legislative Council of India.

(Received the assent of the Governor-General on the 18th July 1857.)

An Act to establish and incorporate an University at Bombay,

Whereas, for the better encouragement of Her Majesty's subjects of all classes and denominations within the Presidency of Bombay and other parts of India in the pursuit of a regular and liberal course of education, it has been determined to establish an University at Bombay for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of literature, science, and art, and of rewarding them by academical degrees, as evidence of their respective attainments, and marks of honour proportioned thereunto; and whereas, for effectuating the purposes aforesaid, it is expedient that such University should be incorporated; It is enacted as follows: (that is to say)— Preamble.

I. The following persons, namely, Incorporation.

The Right Honourable John, Lord Elphinstone, Governor of Bombay.
The Honourable Sir William Yardley, Knight, Chief Justice of the Supreme Court of Judicature at Bombay,
The Right Reverend John Harding, Doctor of Divinity, Bishop of Bombay, *Ex-officio.*
The Honourable Sir Henry Somerset, Lieutenant-general, Knight Companion of the Most Honourable Order of the Bath, Commander-in-Chief of the Forces in Bombay, *Ex-officio.*
The Honourable James Grant Lumsden, Member of the Council of Bombay, *Ex-officio.*
The Honourable Arthur Malet, Member of the Council of Bombay, *Ex-officio.*
Edward Irvine Howard, Esq., Director of Public Instruction, *Ex-officio.*
Robert Haines, Esq., M. D., Acting Educational Inspector, Presidency Division, *Ex-officio.*
C. Morehead, Esq., M. D., Principal of the Grant Medical College, *Ex-officio.*
John Harkness, Esq., LL. D., Principal of the Elphinstone College, *Ex-officio.*
The Reverend James McDougall, Acting Principal of the Poona College, *Ex-officio.*
Philip William LeGeyt, Esq., Member of the Legislative Council of India.
The Honourable Sir Matthew Richard Sausse, Knight, Puisne Judge of the Supreme Court of Judicature at Bombay.
Sir Jamsetjee Jeejeebhoy, Knight.
Metcalfe Larken, Esq., Judge of the Sudder Court in Bombay, and President of the late Board of Education.
Juggonauth Sunkersett, Esq., Member of the late Board of Education.
Bomanjee Hormusjee, Esq., Member of the late Board of Education.
Bhao Dajee, Esq., Graduate of the Grant Medical College, Member of the late Board of Education.
Matthew Stovell, Esq., Surgeon in the Bombay Army, Secretary to the late Board of Education.
Claudius James Erskine, Esq., Civil Service, late Director of Public Instruction.

 William

William Edward Frere, Esq., Member of the Royal Asiatic Society, and President of the Bombay Branch of the Royal Asiatic Society, Judge of the Sudder Court in Bombay.

Major-general Charles Waddington, Companion of the Most Honourable Order of the Bath, Chief Engineer of Public Works.

The Reverend John Wilson, Doctor of Divinity, Fellow of the Royal Society, Honorary President of the Bombay Branch of the Royal Asiatic Society.

The Reverend Philip Anderson, Master of Arts, Chaplain on the Bombay Establishment.

Henry Bartle Edward Frere, Esq., Commissioner in Scinde.

Lieutenant Edward Frederick Tierney Fergusson, Indian Navy.

Mahomed Yusoof Moorgay, Cazee of Bombay.

James John Berkley, Esq., Fellow of the Geographical Society, M. I. C. E., President of the Bombay Mechanics' Institution, and Chief Resident Engineer of the Great Indian Peninsular Railway Company.

Henry Lacon Anderson, Esq., Secretary to Government,

being the first Chancellor, Vice-Chancellor, and Fellows of the said University, and all the persons who may hereafter become or be appointed to be Chancellor, Vice-Chancellor, or Fellows as hereinafter mentioned, so long as they shall continue to be such Chancellor, Vice-Chancellor, or Fellows, are hereby constituted and declared to be one body politic and corporate by the name of the University of Bombay; and such body politic shall by such name have perpetual succession, and shall have a common seal, and by such name shall sue and be sued, implead and be impleaded, and answer and be answered unto, in every court of justice within the territories in the possession and under the Government of the East India Company.

Power to hold and dispose of property.

II. The said body corporate shall be able and capable in law to take, purchase, and hold any property, movable or immovable, which may become vested in it for the purposes of the said university by virtue of any purchase, grant, testamentary disposition, or otherwise; and shall be able and capable in law to grant, demise, alien, or otherwise dispose of all or any of the property, movable or immovable, belonging to the said University; and also to do all other matters incidental or appertaining to a body corporate.

Constitution of body corporate.

III. The said body corporate shall consist of one Chancellor, one Vice-Chancellor, and such number of *ex-officio* and other Fellows as the Governor of Bombay in Council hath already appointed, or shall from time to time, by any order published in the Bombay Gazette, hereafter appoint; and the Chancellor, Vice-Chancellor, and Fellows for the time being shall constitute the Senate of the said University. Provided that, if any person being Chancellor, Vice-Chancellor, or Fellow of the said University, shall leave India without the intention of returning thereto, his office shall thereupon become vacant.

Senate.

Office vacated by leaving India.

Chancellor.

IV. The Governor of Bombay for the time being shall be the Chancellor of the said University, and the first Chancellor shall be the Right Honourable John, Lord Elphinstone.

Vice-Chancellor.

V. The first Vice-Chancellor of the said University shall be Sir William Yardley, Knight. The office of Vice-Chancellor shall be held for two years only; and the Vice-Chancellor hereinbefore nominated shall go out of office on the first day of January 1859. Whenever a vacancy shall occur in the office of Vice-Chancellor of the said University by death, resignation, departure from India, effluxion of time, or otherwise, the Governor of Bombay in Council shall, by notification in the Bombay Gazette, nominate a fit and proper person, being one of the Fellows of the said University, to be Vice-Chancellor in the room of the person occasioning such vacancy. Provided that, on any vacancy in the said office which shall occur by effluxion of time, the Governor of Bombay in Council shall have power to re-appoint the Vice-Chancellor hereinbefore nominated, or any future Vice-Chancellor, to such office.

Fellows.

VI. The Chief Justice of Her Majesty's Supreme Court of Judicature, the Bishop of Bombay, the Members of the Council of Bombay, the Director or Acting Director of Public Instruction, the Educational Inspector or Acting Educational Inspector of the Presidency Division, the Principals and Acting Principals of Government Colleges, all for the time being, shall, while filling such

such offices, be *ex-officio* Fellows of the said University. The whole number of the Fellows of the said University, exclusive of the Chancellor and Vice-Chancellor for the time being, shall never be less than twenty-six; and whenever the number of the said Fellows, exclusive as aforesaid, shall by death, resignation, departure from India, or otherwise, be reduced below twenty-six, the Governor of Bombay in Council shall forthwith, by notification in the Bombay Gazette, nominate so many fit and proper persons to be Fellows of the said University as, with the then Fellows of the said University, shall make the number of such Fellows, exclusive as aforesaid, twenty-six. But nothing herein contained shall prevent the Governor of Bombay in Council from nominating more than twenty-six persons to be Fellows of the said University if he shall see fit.

VII. The Governor of Bombay in Council may cancel the appointment of any person already appointed or hereafter to be appointed a Fellow of the University; and as soon as such order is notified in the Gazette, the person so appointed shall cease to be a Fellow.

The appointment of a Fellow may be cancelled.

VIII. The Chancellor, Vice-Chancellor, and Fellows for the time being shall have the entire management of and superintendence over the affairs, concerns, and property of the said University; and in all cases unprovided for by this Act, it shall be lawful for the Chancellor, Vice-Chancellor, and Fellows to act in such manner as shall appear to them best calculated to promote the purposes intended by the said University. The said Chancellor, Vice-Chancellor, and Fellows shall have full power from time to time to make and alter any bye-laws and regulations (so as the same be not repugnant to law, or to the general objects and provisions of this Act) touching the examination for degrees and the granting of the same; and touching the examination for honours and the granting of marks of honour for a higher proficiency in the different branches of literature, science, and art; and touching the qualifications of the candidates for degrees, and the previous course of instruction to be followed by them, and the preliminary examinations to be submitted to by them; and touching the mode and time of convening the meetings of the Chancellor, Vice-Chancellor, and Fellows; and, in general, touching all other matters whatever regarding the said University. And all such bye-laws and regulations, when reduced into writing, and after the common seal of the said University shall have been affixed thereto, shall be binding upon all persons, members of the said University, and all candidates for degrees to be conferred by the same, provided such bye-laws and regulations shall have been first submitted to and shall have received the approval of the Governor of Bombay in Council.

Chancellor, Vice-Chancellor, and Fellows, to superintend the affairs of the University.

Bye-laws.

IX. All questions which shall come before the Chancellor, Vice-Chancellor, and Fellows, shall be decided at a meeting of the Senate by the majority of the members present; and the chairman at any such meeting shall have a vote, and in case of an equality of votes, a second or casting vote. No question shall be decided at any meeting, unless the Chancellor, or Vice-Chancellor, and five Fellows, or, in the absence of the Chancellor and Vice-Chancellor, unless six Fellows at the least shall be present at the time of the decision. At every meeting of the Senate, the Chancellor, or in his absence the Vice-Chancellor, shall preside as chairman; and, in the absence of both, a chairman shall be chosen by the Fellows present, or the major part of them.

Meetings of the Senate.

X. The said Chancellor, Vice-Chancellor, and Fellows for the time being shall have full power from time to time to appoint, and as they shall see occasion to remove, all examiners, officers, and servants of the said University.

Appointment and removal of Examiners and officers.

XI. The said Chancellor, Vice-Chancellor, and Fellows shall have power, after examination, to confer the several degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine, and Master of Civil Engineering; they shall also have power, after examination, to confer upon the candidates for the said several degrees marks of honour for a high degree of proficiency in the different branches of literature, science, and art, according to rules to be determined by the bye-laws to be from time to time made by them under the power in that behalf given to them by this Act.

Power to confer degrees.

XII. Except by special order of the Senate, no person shall be admitted as a candidate for the degree of Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine, or Master of Civil Engineering, unless

Qualification for admission of candidates for degrees.

unless he shall present to the said Chancellor, Vice-Chancellor, and Fellows a certificate from one of the institutions authorised in that behalf by the Governor of Bombay in Council, to the effect that he has completed the course of instruction prescribed by the Chancellor, Vice-Chancellor, and Fellows of the said University, in the bye-laws to be made by them under the power in that behalf given by this Act.

Examination for degrees.

XIII. The said Chancellor, Vice-Chancellor, and Fellows shall cause an examination for degrees to be held at least once in every year; on every such examination the candidates shall be examined either by examiners appointed for the purpose from among the Fellows by the said Chancellor, Vice-Chancellor, and Fellows, or by other examiners so to be appointed; and on every such examination the candidates, whether candidates for an ordinary degree, or for a degree with honours, shall be examined on as many subjects and in such manner as the said Chancellor, Vice-Chancellor, and Fellows shall appoint.

Grant of degrees.

XIV. At the conclusion of any examination of the candidates, the examiners shall declare the name of every candidate whom they shall have deemed entitled to any of the said degrees, and his proficiency in relation to other candidates; and also the honours which he may have gained in respect of his proficiency in that department of knowledge in which he is about to graduate; and he shall receive from the said Chancellor a certificate, under the seal of the said University of Bombay and signed by the said Chancellor or Vice-Chancellor, in which the particulars so stated shall be declared.

Fees.

Annual accounts.

XV. The said Chancellor, Vice-Chancellor, and Fellows shall have power to charge such reasonable fees for the degrees to be conferred by them, and upon admission into the said University, and for continuance therein, as they, with the approbation of the Governor of Bombay in Council, shall from time to time see fit to impose. Such fees shall be carried to one general fee fund for the payment of expenses of the said University, under the directions and regulations of the Governor of Bombay in Council, to whom the accounts of income and expenditure of the said University shall once in every year be submitted for such examination and audit as the said Governor of Bombay in Council may direct.

(True copies.)

J. S. Mill,
Examiner of India Correspondence.

East India House, 11 February 1858.

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(*Mr. Kinnaird.*)

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COPY of Educational Despatch, No. 4, dated India Office, London, 7th April 1859.

(Educational.—No. 4.)

My Lord, India Office, London, 7 April 1859.

1. The time seems to have arrived when some examination may be instituted into the operation of the orders dispatched from this country in 1854 for the prosecution of measures on a more extended scale for promoting Education in India. Such an examination seems more especially required since the measures, and particularly the more recent measures, of Government for the promotion of Education have been alleged to be among the causes which have brought about the recent outbreak in the army of Bengal, and the disquietude and apprehension which are believed to have prevailed in some portions of Her Majesty's Indian territories.

2. I have caused the records of the Department of Education to be examined, in order to trace the operation of the measures prescribed by the orders of the Home Authorities of July 1854, and to ascertain whether any grounds can be discovered for the allegation and impression referred to; and I now proceed to state the results of the examination thus instituted as the basis of the remarks which I shall have to offer on the subject, and of the further inquiries which appear necessary, before Her Majesty's Government can arrive at a conclusive opinion on some of the questions involved in it.

3. The improvement and far wider extension of Education, both English and vernacular, having been the general objects of the Despatch of 1854, the means prescribed for the accomplishment of those objects were the constitution of a separate department of the Administration for the work of Education; the institution of universities at the several Presidency towns; the establishment of training institutions for raising up teachers for the various classes of schools; the maintenance of the existing Government college and schools of a high order, and the increase of their number when necessary; the establishment of additional zillah or middle schools; increased attention to vernacular schools for elementary education, including the indigenous schools already existing throughout the country; and, finally, the introduction of a system of grants in aid, under which the efforts of private individuals and of local communities would be stimulated and encouraged by pecuniary grants from Government, in consideration of a good secular Education being afforded in the aided schools.

Formation of an Educational Department.

4. The first step taken in execution of the Court's instructions was the formation of the establishments by means of which the desired extension was to be given to the work of Education; an officer, with the title of Director of Public Instruction, was accordingly appointed to each of the Presidencies and Lieutenant Governorships, and to the Punjab, to whom the superintendence of the work of Education was intrusted; and under these officers a staff of inspectors and sub-inspectors was organised, who were, in effect, to act in their several spheres as the local representatives of the director. The annual cost of these controlling establishments is approximately shown in the margin.

Authorised Establishments.

Bengal - -	*Rs.* 13,711	p' mensem.
North West Provinces	8,115	"
Punjab - - -	5,335	"
Madras - - -	8,821	"
Bombay, including Sindh - - -	8,926	"
	Rs. 44,908	
Or,	*Rs.* 5,38,896	p' annum.

5. As regards the persons by whom appointments in the Department of Education are to be held, it was thought by the Court of Directors that the first heads of the department, as well as some of the inspectors, should be members of the civil service, both to show the importance attached to the subject of Education and the estimation in which it was desired that the officers of the department should be held, and because among the

members of that service the best qualified persons would be most likely to be met with. But at the same time it was directed that none of the appointments should be reserved for members of the covenanted service, to the exclusion of others, either Europeans or natives, who might be better qualified to fill them; and the great importance was pointed out of selecting persons not only qualified for the duties of the department, but calculated also to command the confidence of the natives. The spirit of the instructions of the Court of Directors with regard to the classes from whom the officers of the department were to be selected appears to have been duly observed. (In Bengal, the North Western Provinces, Madras, and Bombay, members of the civil service were in the first instance appointed directors of public instruction;) and the several appointments of inspectors were filled indiscriminately by civil servants, military and medical officers, and individuals unconnected with any of those services. In the Punjáb, the office of director has from the first been held by a gentleman who was at the time of his nomination in the military service, but who retired from the army immediately on appointment. In Bombay, the first director, Mr. Erskine, has been succeeded by a gentleman who was previously a practising barrister; and among the present inspectors it is believed that there are not in all the Presidencies more than two or three members of the civil service.

Establishment of universities.

6. The universities have been constituted, as desired by the Court, on the general plan of the University of London. The scheme provides for an entrance examination; for the training of the passed candidates at affiliated institutions; for the grant of degrees in arts, medicine, law, and civil engineering; and for the examination for honours of those who have obtained the degree of bachelor of arts, the passing of which will carry with it the higher degree of master of arts.

7. At the first entrance examination to the Calcutta University, held in March 1857, 162 candidates successfully passed the test for admission, of whom 113 were pupils from Government colleges and schools, and 45 from institutions supported by individuals or associations, the remaining four being masters in Government schools. At the examination for degrees in April 1858, two degrees of B. A. were conferred, there having been 13 candidates. At the entrance examination, held about the same time, 111 candidates out of 464 were admitted into the university. These results led the Faculty of Arts to propose some changes in the subjects and standards of these several examinations, the object being to reduce the severity of the tests to be passed. The alterations were proposed, and were apparently sanctioned by Government, on the ground that the tests for degrees as originally fixed were too high to be compatible with the object of the university entrance and degree examinations, which was to pass every student of ordinary ability who had fairly profited by the curriculum of school and college study which he had passed through. (The constitution of the Universities of Madras and Bombay has only recently been completed, and no report of admissions into those institutions has yet been received by me.

Government colleges and schools.

8. Apart from the colleges for special branches of study, such as medicine and civil engineering, there were the following Government colleges in Bengal when the orders of 1854 were brought into operation, viz. the Presidency College, which had just been remodelled and placed on a footing of great efficiency, the Sanscrit or Hindoo College, and the Madrissa or Mahommedan College at Calcutta, and Colleges at Berhampore, Dacca, Hooghly, and Kishnagur. The Sanscrit College and the Madrissa are specially, and in the first instance were exclusively, intended for the cultivation of Oriental learning; the other colleges are designed for the promotion and advancement of general Education through the medium of the English language. In the North Western Provinces Government colleges existed at Agra, Delhi, Benares, and Bareilly, all of which were constituted to afford Education of a high order through the medium of the English language; the study of Sanscrit being cultivated, however, with great success at Benares, and the study of the vernacular forming part of the course at all the colleges. (In the Madras Presidency the only Government institution at which Education of an advanced character was afforded was the "University," or as it might more properly have been designated, the High School at Madras.) At Bombay, the Elphinstone Institution at the Presidency, and the college at Poona, were institutions where the means of Education had been provided on a liberal scale by means of English professors of high qualifications.

9. At

9. At the Anglo-vernacular colleges in the two divisions of the Bengal Presidency the Education may, on the whole, be considered to have been very efficient. The studies pursued take a high range, and the success of the students at the examinations for college distinctions shows that a fair proportion had benefited by the opportunities they had enjoyed, and had attained to a considerable degree of proficiency in the various branches of study. The recent substitution of independent examiners for the professors or other officers attached to the colleges by whom the examinations were formerly conducted, has not been found to alter the character of the reports, which are still very favourable. No change in the constitution of the Government colleges in Bengal was called for by the Court's orders of 1854, nor, as far as can be ascertained, is there any material difference between the numbers attending the colleges in the Lower Provinces in 1854-55 and those in 1856-57, the latest period for which returns have been received. No reports respecting Education in the North West Provinces have been received for a later period than the year 1854-55.

10. In Madras the High School has been remodelled, and formed into an institution somewhat resembling the Presidency College at Calcutta, but in consequence of the less advanced state of Education throughout the Presidency generally, the Madras College does not take so high a range, and partakes less of a collegiate character. In the provinces, four provincial schools have been established, which it is hoped will eventually be formed into provincial colleges, and which will give an education qualifying for admission into the higher institution at Madras.

11. In Bombay, where provision, as above remarked, was made for imparting an education of a high order in the two Government or quasi-Government collegiate institutions, the favourable impressions which formerly prevailed, founded on the reports on the annual examinations as to the results of the course of instruction pursued in them, have recently been much diminished. The students trained in the institutions in question, on being subjected to the test of an examination, conducted by individuals unconnected with the colleges, have been found to fail in so many of the most ordinary and essential qualities of well trained scholars, that it can only be supposed that the reports of former years had led to a very erroneous estimate of the acquirements of the students who had then passed the examination. The disappointment arising from this discovery was felt not only by those who had interested themselves in the promotion of general education, but also by all those classes from which the students of the colleges in question have been heretofore supplied, and the result has been, a great falling off in the attendance at both the Elphinstone Institution and the Poonah College. Efforts have been made to remove this feeling, as well as to improve the course of instruction in the colleges, and it is understood that the number of students is now gradually increasing. It may be remarked that the failures thus brought to light resulted from a course of instruction arranged long before Government assumed the direct control of educational operations at Bombay, and that the exposure of the delusive system pursued was, in fact, brought about by the more close attention paid to the subject, in consequence of the organisation of the Department of Education.

12. It was provided by the scheme of 1854, that below the colleges there should be classes of schools in regular gradation, which should be placed in connexion with the colleges and with each other by means of scholarships, to be held in the superior institutions by pupils gaining them at the schools immediately below them. English and Anglo-vernacular schools.

13. The Government schools next in order to the colleges, and from which the supply of pupils for these institutions would naturally come, are not in all the Presidencies formed precisely on the same plan, nor do they in all localities bear the same designation, being denominated respectively Provincial Schools, Collegiate Schools, High Schools, Zillah Schools, or merely Government Anglo-vernacular Schools. In Bengal the expense of these schools is for the most part defrayed wholly from the public revenues, except so far as it may be met by the payments of the pupils, and other small sources of income which arise at some of the schools. In the North Western Provinces few schools of this class are maintained, the question of the best mode of supplying the larger towns generally with schools not having been determined by Government when the recent disturbances

disturbances broke out. Of the existing schools, the greater number are supported by missionaries, to a few of which grants in aid had been made previously to the outbreak of the mutiny. In Madras four provincial schools and a few zillah schools have been constituted; but Education of the character which these classes of schools are designed to afford is provided to a considerable extent by missionary societies, whose schools since the grant-in-aid system has been in operation, have been extended and improved by means of grants from Government. In Bombay there are four schools, which might perhaps rank with the Madras provincial schools, and which are fitted to prepare pupils for entrance into the colleges; and there are besides, Government English or Anglo-vernacular schools in many of the districts, corresponding in their general aim and scope with the zillah schools of Bengal.

14. Few additions, except in the Madras Presidency, have as yet been made to the number of Government English and Anglo-vernacular schools since 1854. The schools, however, are believed to be generally popular, and the numbers attending them show, perhaps, as great an increase as could have been expected. On the whole, it may be assumed, with respect to this class of schools, that though there is a considerable difference in the efficiency of the schools which it comprises, and though the line which separates it from the class of schools next below it may not be very clearly marked, it nevertheless, so far as the influence of the schools extends, constitutes an effective link in that chain of educational institutions which it was the desire of the Court of Directors to render general throughout India.

Vernacular schools.

15. Measures for the extension and improvement of Vernacular Education had been some time in progress, with more or less activity, in different parts of India, when the Home Authorities in 1854 declared their wishes for the prosecution of the object in a more systematic manner, and placed the subject on a level, in point of importance, with that of the instruction to be afforded through the medium of the English language.

16. In the North Western Provinces active measures had been taken by the Lieutenant Governor, the late lamented Mr. Thomason, for the accomplishment of the object. A system had been framed by that gentleman, and brought into active operation, with the full approval of the Court of Directors, which provided for the establishment of a model school at the head quarters of each tehsildar, for the encouragement of the masters of indigenous schools to improve themselves, and to adopt improved methods of teaching, and for the regular inspection of the whole machinery by visitors of different grades, superintended by a Visitor General, an office to which a highly qualified civil servant was appointed. This system had not been extended to all the districts previously to 1854, but it had been attended with such an amount of success that authority was given, in 1855–56, for bringing it into operation throughout the whole of the North Western Provinces. In Bengal a number of vernacular schools had been established several years previously; but whether from the low qualifications of the masters, or from the want of responsible superintendence, they had failed to obtain popularity, and were in gradual course of abandonment. In Madras, in the same manner, some vernacular schools which had been formed during the administration of Sir Thomas Munro had died out for want of pupils, and the deficiency had not been supplied up to 1854, although a scheme of Education had just previously been framed by the Madras Government, very much resembling in its leading features the plan then prescribed by the Court for general adoption. In Bombay, the late Board of Education had succeeded, with limited means, in establishing many new vernacular schools throughout the Presidency, as well as in raising to some extent the character of the Education imparted in some of the indigenous schools.

17. If it must be admitted that, previously to 1854, the subject of Vernacular Education had not received in every part of India the full amount of attention which it merited, there can be no doubt that, since the wishes of the Home Authorities have been so plainly declared, the officers of the Department of Education, acting under the orders of the several Governments, have spared no pains to bring into operation, throughout the districts entrusted to their superintendence, such measures as appeared most likely to place within reach of the general population the means of obtaining an Education suited to their circumstances in life.

18. The

18. The modes of action which have been adopted in the several Presidencies exhibit, however, considerable diversity.

19. In the North Western Provinces it was found that although the schools established at the Tehseel stations had been very successful, so far as regarded the attendance of the children in those towns, the inhabitants of the surrounding districts had not shared in the advantages of them to any considerable extent. A system of Hulkabundee, or Circle Schools, had been accordingly devised previously to 1854, for the special purpose of meeting the wants of the agricultural population. Under this system several villages conveniently situated for the purpose are grouped together, and in a central situation a school is established, which is not to be more than two miles distant from any of the villages forming the circle. For the support of these schools the consent of the landowners was to be obtained to the appropriation of a small per-centage on the amount of the Government revenue, one per cent. being the amount paid, of which half was to be contributed by the landowners, and half by the Government. The voluntary consent of the landowners was prescribed as an indispensable condition of the establishment of the system in any locality, and at the time of the outbreak in the North West Provinces in 1857, the requisite assent had been given to the scheme in many of the districts, and the sanction of the Home Authorities had been accorded (in 1856) to the proposal of the Local Government, that in the re-settlement of the land revenue the new plan should be universally introduced, and one per cent. on the Government demand should be set apart in all the districts for the support of this Hulkabundee system. It was calculated that when all the districts should have been re-settled (which would not have been till 1874) 4,00,000 rupees, or 40,000 *l.* per annum, would be available, one-half of which, or 2,00,000 rupees, would be borne by Government.

20. These measures have necessarily been deranged by recent occurrences, and to what extent the machinery may have been brought into renewed action in the districts where order has been re-established no information has been afforded.

21. In the Lower Provinces of Bengal several plans for promoting Vernacular Education have been simultaneously introduced. In some of the districts Mr. Thomason's plan, founded on the encouragement of indigenous schools by periodical inspection and by rewards, was brought into operation. In others it was attempted to accomplish the object under the grant-in-aid rules, and in those districts a considerable number of schools have been established on that principle. Great difficulties, however, were encountered in obtaining local assistance and support; and the conclusion arrived at after the experience of two or three years, by Mr. Pratt, the inspector, who most perseveringly followed this course of proceeding, was, that it was vain to hope to base any general scheme of popular education, at least in the greater part of Bengal, on the grant-in-aid system under the prescribed rules. The inspector of the Eastern Educational Division, Mr. Woodrow, had *à priori* arrived at a similar conclusion, and had struck out an altogether different course, to which he had obtained the sanction of Government. The principle of his plan was to make use of the existing indigenous schools, and he proceeded by forming these schools into circles of three, four, or five, and attaching to each circle a well qualified teacher, to be paid by Government, whose duty it would be to go from school to school instructing village schoolmasters in their duties, and imparting instruction in the higher subjects to the more advanced pupils, encouragement being given to both masters and pupils by the prospect of small pecuniary rewards. This plan has so far been found very successful, and it is proposed to extend it to others of the educational divisions.

22. In Bombay the educational officers have continued to prosecute the plan previously in force of forming vernacular schools on a partially self-supporting plan, it being intended, however, to introduce gradually the plan of "circle" schools, of a somewhat superior class. One peculiarity of the system pursued at Bombay is, that the schools maintained at the joint expense of Government and of the local community are constituted as Government schools, instead of remaining, like those under the grant-in-aid rules, private schools receiving a grant from Government. The question of a change in this respect has been raised by the Govern-

ment of India, and is still undetermined. In Madras, a plan of popular Education was brought into operation in some of the talooks of the Rajahmundry district, resembling very much the Hulkabundee system of the North Western Provinces, but it is admitted that even if the plan could be maintained in Rajahmundry, and in districts similarly situated, it is inapplicable to districts under the revenue system prevailing generally in the Madras Presidency. A system has accordingly been lately sanctioned as an experiment, in some of the Madras districts, based, like the plan of Mr. Woodrow in Bengal, on the improvement of existing village schools, and on the encouragement of the schoolmasters to self-improvement, by the promise of a reward to be given in books, or in money, at the discretion of the director.

Normal schools.

23. From the time that measures have been taken for promoting the progress of Education in India, great difficulty has been experienced from the want of efficient masters for the various classes of schools. Masters have from time to time been sent out from England, not only for the higher appointments, but for the charge of middle schools; but it was evident to those engaged in the work of Education, that even for this last class of schools it would be impossible, except at an inordinate cost, to supply the requisite number from this country, while for the vernacular schools a local supply was manifestly indispensable. A normal class had accordingly been commenced at Bombay, and one had been included in the proposed arrangements at Madras, when the Court's orders of 1854 reached India enjoining the establishment of normal schools in each Presidency, and promising to send out on application trained masters from this country to conduct them.

24. The normal schools which have since been established have been confined almost exclusively to those for vernacular teachers. Of these, four have been established in Bengal, attended, in all, by 258 pupils. In the North Western Provinces a normal class has been in operation at Benares, at which the masters of vernacular schools in that division attended for instruction and for practice; and sanction had been given, previously to the outbreak, to the establishment of training schools for vernacular masters at Agra, and at two other places within the Provinces. The normal school at Madras has been constituted to furnish masters both for Anglo-vernacular and for vernacular schools. It has been placed on an efficient footing, having a model school and a practising school attached to it, and there is every prospect that it will turn out teachers well qualified to give instruction to the several classes of schools which it is designed to supply. No separate training institution has yet been established at Bombay, but normal classes have been formed in connexion with the colleges and principal English schools within the Presidency, most of which are intended to supply teachers for Anglo-vernacular as well as for vernacular schools.

Female Education.

25. It is well known that, even including the results of missionary exertions, little progress has as yet been made with Female Education in India. The late Mr. Drinkwater Bethune, then President of the Council of Education, established at his own expense a school at Calcutta for Hindoo female children of the higher classes in 1850. The school was taken up and supported by the Marquis of Dalhousie after Mr. Bethune's death; and on his Lordship's leaving India it was assumed by Government, and is now supported at the public expense. It was at first attended by about 34 girls, but it did not afterwards show very great signs of vitality. It was placed in 1856 under a special committee of Hindoo gentlemen, presided over by Mr. Cecil Beadon, one of the Secretaries to the Government of India, but no report has been received of the result of this arrangement.

26. The Court of Directors, when sanctioning the assumption by Government of the charge of Mr. Bethune's school, gave their cordial approval to the order of the Government of India, that Female Education should be considered to be as much within the province of the Council of Education as any other branch of Education; and the Court's interest in the subject was further expressed in their Despatch of July 1854, in which it was moreover declared that schools for females were to be included in those to which grants in aid might be given. Female schools have since been established by the local community at Dacca and at Howrah, for which grants in aid have been sanctioned; and girls have been reported to be in attendance at a few of the vernacular schools in the Eastern Educational

Educational Division of Bengal, where the inspector, Mr. Woodrow, has extended to the girls the rewards on attaining a certain proficiency in the subjects taught in the schools, which are enjoyed by the boys. At one school Mr. Woodrow stated there were "19 Brahminee girls, all of good parentage;" and he added, that he had in his indigenous schools more girls than there were in the Bethune and Central Schools together. But though he was sanguine that the number would shortly be greatly increased, he remarked that it would be necessary that the means of instruction for girls should be provided by Government, as the people are opposed to the elevation of females from their present degraded position.

27. A movement in furtherance of Female Education in the Agra district was commenced by the deputy inspector of schools, Gopaul Sing, in 1855. The expense was, in the first instance, defrayed entirely from the public funds: "the "agricultural classes, though quite willing and ready to make use of the schools, "were not then prepared to go further, and to pay the teacher." The schools were attended by scholars of all classes of Hindoos, including a considerable proportion of Brahmins; and of the girls, the age of some exceeded 20 years, the remainder being from six years old to 20. The masters were selected by the parents of the scholars, and committees of respectable native gentlemen were formed to exercise a general supervision over the schools, and to arrange for their visitation. The number of schools in the Agra district had risen in January 1857 to 288, and the attendance of the girls was estimated at 4,927. It being desired at that time to carry out the experiment of Female Education in a more efficient manner, sanction was sought, and obtained, to the assignment of 8,000 rupees as a direct grant from Government for female schools in the district, to meet an estimated expenditure on 200 girls' schools of 13,200 rupees per annum, the balance being provided from the Hulkabundee cess and from other sources.

28. The movement in the Agra district had, in the meantime, extended, to the districts of Muttra and Mynporee, though the number of schools was in these districts limited. At a female school in the city of Mynporee, there was an attendance of no fewer than 32 Mahomedan girls of respectable parentage.

29. A few girls' schools have been established in the Bombay Presidency. A native gentleman has founded two such schools on a munificent scale at Ahmedabad. At Poona, an association of native young men has established three female schools, and one such school has been set on foot by a native gentleman residing at Dharwar. It was the opinion of the acting educational inspector of the Deccan division, Captain Lester, that "the prejudices against "Female Education were fast disappearing," and that "there will be no more "difficulty found in establishing female schools than there is in those for boys."

30. Although the special interest of the Home Authorities, and of the several Governments in India, in the work of Female Education has been plainly declared, and though there is no reason to doubt that the officers of the department have availed themselves of such opportunities as offered, to promote the object, it would not appear that, except in the case of the Agra and neighbouring districts, any active measures have been taken by the Department of Education for the establishment of female schools.

31. The following statement of the numbers attending the several classes of Government colleges and schools, excluding female schools and institutions for special Education, has been compiled from the most recent reports. Number of pupils in the Government colleges and schools.

——	COLLEGES.	SUPERIOR SCHOOLS.	INFERIOR SCHOOLS.
Bengal - - - - -	654	6,071	7,097
North West Provinces -	1,370	550	6,588
Madras - - - - -	290	1,331	1,759
Bombay - - - - -	559	1,215	23,846

But

But the statement, from the want of adequate information, and from defective classification and arrangement, is extremely unsatisfactory. The last Report on Education in the North Western Provinces is that for 1854-55; that for Bombay for 1855-56; and those for Bengal and Madras for 1856-57 only. In the returns for the North Western Provinces, the pupils attending the schools attached to the colleges are included in the numbers attending the colleges themselves; and the same is the case in respect to the Poona College under the Government of Bombay, where even the pupils in the normal classes are included among the numbers attending the college. And again, the pupils in the elementary grant-in-aid schools in Bengal and those in the Hulkabundee schools in the North Western Provinces are excluded from the returns; while, as regards Bombay, the numbers of scholars in the inferior schools are brought into the statement, on account of the practice, which has already been noticed, of constituting all schools in that Presidency receiving aid from the State as "Government Schools," instead of leaving them, as elsewhere, to local management. The statement is, in fact, for all practical purposes, entirely useless.

Grant-in-aid system.

32. In addition to the means provided directly by Government for affording Education to the different classes of the community, colleges and schools have for many years been maintained with the same object by individuals, associations, or local communities, to some of which allusion has already been made. The liberality shown by the natives in some instances in the maintenance of educational institutions, and the benefits which had resulted from the educational effects of Christian associations, received recognition in the 49th and 50th paras. of the Education Despatch of July 1854; and in the same Despatch sanction was given to the principle of grants in aid, as the best and most effectual mode of calling out private efforts in aid of Education to a still greater extent.

33. The introduction of this system was authorised from a regard to "the "impossibility of Government alone doing all that must be done, in order to provide adequate means for the Education of the natives of India," and it was expected that the plan of "thus drawing support from local sources in addition "to contributions from the State" would result "in a far more rapid progress of "Education than would follow a mere increase of expenditure by the Government, "while it possesses the additional advantage of fostering a spirit of reliance upon "local exertions, and combination for local purposes, which is of itself of no mean "importance."

34. The system, as authorised for India, was to be "based on an entire "abstinence from interference with the religious instruction conveyed in the "schools assisted," and was to be given (within certain limits) "to all schools which "impart a good secular Education, provided they are under adequate local * "management, are duly open to Government inspection, and are subjected to any "other rules which may be prescribed by the Government notifications." In accordance with these views, it was suggested that notifications should be promulgated announcing the terms on which grants in aid would be made; and that in such notifications the principle of perfect religious neutrality, on which the grants were to be awarded should be distinctly asserted.

35. The injunctions of the Court of Directors, as to the principles on which the grant-in-aid system was to be brought into operation, seem to have been carefully attended to in drafting the rules in accordance with which the grants were to be made, and every endeavour appears to have been used to carry out in practice the principle of perfect religious neutrality on which the system was declared to be based.

36. The system has been applied in somewhat differing ways in the several Presidencies

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* This was explained to mean "one or more persons, such as private patrons, voluntary sub- "scribers, or the trustees of endowments, who will undertake the general superintendence of the "school, and be answerable for its permanence for some given time."

Presidencies and divisions of territory in India. In some of the educational districts in Bengal, as already stated, it has been extensively brought into operation in connexion with Vernacular Schools, in which cases it has been the native promoters of the school who have sought the grants from Government. In the North Western Provinces, the assistance of Government was afforded to Vernacular Education under special regulations, and the "grant-in-aid" system, technically so called, had up to the time of the mutiny been applied only to a few schools affording a superior Education.* In Madras the grants under the grant-in-aid rules have been for the most part made to schools of a higher class, the expense of such vernacular schools as have yet been provided being met in another way. In Bombay the information as to the actual carrying out of the system is insufficient to show the classes of schools which have benefited by it.

37. The private institutions for Education of a higher order are throughout India, as a general rule, under European management. In the case of many of these institutions the grant-in-aid system has been made use of for the extension and improvement of the means of instruction. The conductors of such schools, both English and Anglo-vernacular, have, generally speaking, shown no indisposition to avail themselves of Government assistance on the prescribed terms, and the efficiency and consequent usefulness of the aided schools has, by means of the grants, been greatly promoted. The higher English schools which have received grants are, for the most part, maintained in connexion with missionary bodies, for the obvious reason that there are few other private schools existing in India at which a liberal English Education is afforded. Assistance for the establishment or improvement of Anglo-vernacular schools has, on the other hand, been obtained to a great extent by natives, either individually or in association; and in some cases proposals have been made by natives with a view to the formation of higher or collegiate schools, where the instruction was to be conveyed by means of English, though, from different causes, no such institutions have yet been formed. But while the European managers of schools have freely accepted grants in aid from Government, and equal readiness has been shown by the native community to seek assistance in the formation of schools, where instruction in English may be afforded, no great alacrity appears to have been shown by the natives in making the necessary local efforts for securing the aid of Government, under the grant-in-aid rules, for the promotion of Vernacular Education. It was attempted, as already observed, by Mr. Pratt, in the Southern Bengal Division, to secure the requisite local co-operation, and, by dint of great exertion, a considerable number of schools was established. But little value was attached by the general population in all the Bengal districts to any Education which was not likely, in the opinion of the people, to lead to a Government appointment, and, in many of the districts, to any Education whatever; and Mr. Pratt was, in consequence, forced to the conclusion that the grant-in-aid system, as carried out under the existing rules, could not be made the basis of any extended system of popular Education, these rules being regarded by him as "out of place in a country where the value of Education is utterly unfelt by "the mass of the people, based as they are on the supposition that the people of "this

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* Amount of grants in aid sanctioned up to 30th April 1857:

	Rs.
In Bengal:	
Missionary schools - - - - - - - -	9,828
Other schools - - - - - - - -	68,604
Rs.	78,432 per annum.
In Madras:	
Missionary schools - - - - - - - -	28,597
Other schools - - - - - - - -	5,613
Rs.	34,210 per annum.

No statements received from the North Western Provinces and Bombay. In Bengal the grants in aid have been further arranged in a tabular form, as follows:

English schools - - - - - - - -	Rs. 35,916
Anglo-vernacular schools - - - - - - -	19,850
Vernacular schools - - - - - - - -	23,616

"this country are so desirous of an improved description of instruct[illegible] that they "will actually pay, not only schooling fees, but contributions from their private "resources." The following remarks of Mr. Woodrow are sufficient to show the concurrence of that gentleman in Mr. Pratt's conclusions. "The poorest classes "do not want schools at all, because they are too poor to pay schooling fees and "subscriptions, and because the labour of the children is required to enable them "to live. The middle and upper classes will make no sort of sacrifice for the esta-"blishment of any but English schools. Yet the rules in force presume the highest "appreciation of Education, because based on the supposition that the people "everywhere pay, not only schooling fees, but subscriptions for schools. In fact, "we expect the peasantry and shopkeepers of Bengal to make sacrifices for "Education which the same classes in England often refuse to make." The opinion of the Bengal officers, whose remarks have just been quoted, entirely corresponds with that formed by Mr. T. C. Hope, of the Bombay civil service, the active and intelligent Educational Inspector of the Guzerat Division. That officer has described, in strong terms, the discouragement and loss of time sustained by him in his attempts to secure the voluntary consent of the people to the establishment of schools under the grant-in-aid system, and the disappointment which frequently ensues on finding that, when the requisite consent has with difficulty been obtained, persons who have acquiesced in the measure have drawn back from their engagements on being called on for payment of their subscription.

38. It would appear from the Education Report of Bengal for 1857–58, which has just reached me in an imperfect shape through an unofficial channel, that the Lieutenant Governor concurs in the doubts expressed by the officers of the department as to the success of the grant-in-aid system in respect to Elementary Education. "It has been found," he remarks, "that the great mass of "the people is not likely to be reached by the present system, the rules appa-"rently presuming greater general interest in the advancement of their inferiors "than really exists among the wealthy classes of natives, and larger contributions "to the schools than can be afforded by the masses themselves, or are likely to be "given for them by their more competent countrymen." At the same time, Mr. Halliday seems to agree in the opinion of Mr. Gordon Young, the Director of Public Instruction for Bengal, that by certain relaxations of the rules, the grant-in-aid system might be made applicable to classes now practically excluded from the benefit of it; but the modifications proposed by Mr. Gordon Young are of such a nature that, if adopted, they would in effect do away with the distinctive characteristics of the system.

39. I now proceed to offer some observations on the facts which have been brought out in the preceding review; and in doing so I shall, as far as possible, follow the order in which the several branches of the subject are placed in the third paragraph of this Despatch.

Constitution of the new Department of Education.

40. The Educational Department seems to have been framed in general accordance with the instructions of the Court of Directors. The cost of the new establishments for managing the department is, no doubt, large, as compared with the expenditure on the direct work of instruction; and though Her Majesty's Government are not prepared to pronounce it excessive, nevertheless they are desirous that you should review the existing establishments, and carefully consider whether the cost of the controlling establishments* bears more than a fair proportion to the expenditure of Government on direct measures for instruction, and whether such cost is properly susceptible of reduction. In considering this question, it must be borne in mind that the duty of the controlling officers is not merely to superintend the institutions directly supported by Government, but that it is the business of the department to exercise a close scrutiny into all the agencies in operation throughout the country for the instruction of the people, to point out deficiencies wherever they exist, to suggest remedies to Government, and bring the advantages of education before the minds of the various classes of the community; to act as the channel of communication on

* Actual expenditure on Education out of the Government Treasury in 1856–57, 233,890 *l.* Authorised amount of controlling establishments, which is probably in excess of the sum actually disbursed, 53,890 *l.*

rnment and the community at large, and generally , under the prescribed rules, all measures having for education of the people. It is evident that a very inade- be formed of the value of the agency responsible for these a mere comparison of its cost with that of the existing utions of Government, especially when it is considered that it ssary to constitute the controlling establishments at once on a ting, while the establishments for direct instruction are naturally of owth.

1. After a full consideration of the grounds on which the Court of Directors merly gave their sanction, as a temporary arrangement, to the employment of venanted civil servants in the Department of Education, Her Majesty's Government are, on the whole, of opinion that, as a general rule, all appointments in the Department of Education should be filled by individuals unconnected with the service of Government, either civil or military. It is not their wish that officers now in the department should be disturbed for the sole purpose of carrying out this rule; and they are aware that difficulty might at present be experienced in finding well-qualified persons, unconnected with the regular services, to fill vacant offices in the department. But it is their desire that the rule now prescribed be kept steadily in view, and that every encouragement be given to persons of education to enter the educational service, even in the lower grades, by making it known that in the nominations to the higher offices in the department a preference will hereafter be given to those who may so enter it, if competent to discharge the duties.

Establishment of universities.

42. The establishment of universities was not a measure calculated, *per se*, to excite apprehensions in the native mind. It did not, in fact, bring any new principle into operation, being little more than an expansion of the arrangements which had, for many years, been in operation for testing the powers and attainments of the young men educated in the colleges and more advanced schools. No teaching of any sort was proposed to be given in connexion with the universities; and on the only point in connexion with examinations for degrees, in respect to which any difficulty might have arisen, viz., that of reckoning the marks obtained by those candidates for honours who might voluntarily submit themselves to examination in Paley's "Evidences of Christianity," and Butler's "Analogy of Revealed Religion," the Home Authorities determined that such computation should not be allowed, and thus removed all possible ground of misapprehension.

43. No special instructions on the subject of the universities seem, at present, to be called for.

Training schools.

44. The institution of training schools does not seem to have been carried out to the extent contemplated by the Court of Directors. Her Majesty's Government agree in the remarks contained in the Despatch of July 1854, as to the necessity of such institutions for Anglo-vernacular as well as for vernacular schools. All reports concur as to the want of trained masters in the schools in which English is taught, and as to the frequent inefficiency of the English teaching, from the want of masters well acquainted with the language. It seems to be very seldom found practicable to secure, in India, the services of competent men; and the engagement of persons in this country appears, at present, the only available means of supplying the deficiency. This is evidently an expensive mode of proceeding, and it may be hoped that, at no distant period, institutions may be in operation at all the Presidencies calculated to supply masters for all classes of schools, and thus, in time, greatly to limit, if not altogether to obviate, the necessity of recruiting the educational service by means of engagements made in this country. I request that a definite statement may be furnished of the measures which you may propose to take for this purpose.

Government colleges.

45. The Government Anglo-vernacular colleges appear, on the whole, to be in a satisfactory state; and in those cases where defects have been found to exist, measures are in progress for placing the institutions on a better footing.

English and Anglo vernacular schools.

46. The Government English and Anglo-vernacular schools seem to be generally in a satisfactory state, and to be not unpopular with the native community. By the order of 1854, the extension of a graduated system of these schools throughout

throughout the provinces of India was proposed establishment of a limited number of Government instr or preferentially, by the encouragement of schools on being hoped that private schools, aided by Government, the place, universally, of the several classes of Government in reason to make any change in the orders applicable to the class comes under this heading.

Female Education.

47. It appears that both the difficulties and the importance of Fem tion are adequately appreciated by the officers of the Department of Ed and no present orders respecting it seem, therefore, to be required; but Majesty's Government are desirous of being made acquainted with the opini which you may be led to form as to the genuineness of the change of feeli which appears, in some localities, to have taken place regarding it, and as to the nature and degree of the influence which may safely and properly be exerted by the officers of the Department of Education to promote the extension of schools for females.

Vernacular Education.

48. With regard to Vernacular Education it appears that, with the exception of the North Western Provinces, where provision had been made for the gradual extension of schools over the entire country, by the combined operation of Mr. Thomason's scheme of Tehseelee schools and the Hulkabundee system, no general plan had been decided on in any of the Presidencies. It is obvious that no general scheme of popular education could be framed which would be suitable for all parts of India; but, in accordance with the course followed in the North West Provinces by Mr. Thomason, and in some of the Bengal districts by Mr. Woodrow, it is most important to make the greatest possible use of existing schools, and of the masters, to whom, however inefficient as teachers, the people have been accustomed to look up with respect.

Grants-in-aid, vernacular schools.

49. The difficulties experienced by the officers of the Department of Education in establishing a general system of popular schools on the basis of the existing rules for the administration of grants-in-aid has been already referred to. But, apart from the difficulty, and in many cases the impossibility, of obtaining the local support required for the establishment of a school under the grant-in-aid system, it cannot be denied that the mere requisitions made for the purpose by the officers of the Education Department may have a tendency, not only to create a prejudice against Education, but also to render the Government itself unpopular. And, besides the unpopularity likely to arise from the demands on the poorer members of the community, made in the way either of persuasion or of authority, there can be no doubt that the dignity of the Government is compromised by its officers appearing in the light of importunate and often unsuccessful applicants for pecuniary contributions, for objects which the Government is confessedly very anxious to promote.

50. On the whole, Her Majesty's Government can entertain little doubt that the grant-in-aid system, as hitherto in force, is unsuited to the supply of Vernacular Education to the masses of the population; and it appears to them, so far as they have been able to form an opinion, that the means of elementary Education should be provided by the direct instrumentality of the officers of Government, according to some one of the plans in operation in Bengal and the North Western Provinces, or by such modification of those schemes as may commend itself to the several local Governments as best suited to the circumstances of different localities. Asuming that the task of providing the means of elementary Vernacular Education for those who are unable to procure it for themselves is to be undertaken by the State, they are strongly of opinion that the officers of the Department of Education should be relieved from the onerous and invidious task of soliciting contributions for the support of these schools from classes whose means for the most part are extremely limited, and whose appreciation of the advantages of Education does not dispose them to make sacrifices for obtaining it.

51. As regards the source from which the funds for elementary Education should be obtained, it has been on different ocasions proposed by officers connected with Education that, in order to avoid the difficulties experienced in obtaining voluntary local support, an Education rate should be imposed, from which the cost of all schools throughout the country should be defrayed. And other

...ered India to be as yet unprepared for such a ... arrangements as merely temporary and palliative, ...ory rate as the only really effective step to be taken for ... the deficiency.

...ation of a fixed proportion of the annual value of the land to ... providing such means of education for the population immediately ... the land, seems, *per se*, unobjectionable, and the application of a ... for the construction and maintenance of roads appears to afford a ... precedent for such an impost. In the North Western Provinces the ...ple has already been acted on, though the plan has there been subjected to ...e important modification that the Government shares the burden with the landholder, and that the consent of the latter shall be a necessary condition to the introduction of the arrangement in any locality. The several existing inspectors of schools in Bengal are of opinion that an Education rate might without difficulty be introduced into that Presidency, and it seems not improbable that the levy of such a rate under the direct authority of the Government would be acquiesced in with far more readiness and with less dislike than a nominally voluntary rate proposed by the local officers.

53. I am desirous that, after due communication with the several local Governments, you should carefully consider the subjects just discussed, and should furnish me with your opinion as to the necessity of relinquishing the existing grant-in-aid system, as a means of providing popular vernacular schools throughout the country, and as to the expediency of imposing a special rate to defray the expense of schools for the rural population.

Grants in aid to English and Anglo-vernacular schools.

54. The peculiar objections which have been shown to attach to the grant-in-aid system, when applied to Vernacular Education, do not appear to extend to it in connexion with English and Anglo-vernacular schools. The conductors of existing schools of these kinds are generally anxious to obtain grants, and the Government and its officers are therefore not placed in the unbecoming position of unsuccessful applicants for pecuniary contributions towards a public object which the Government is known to be desirous to promote, but which its influence is seen to be unable to secure.

55. On the other hand, the comparatively small number of scholars in the Government colleges and schools sufficiently shows what ample scope there is for every agency which can be brought into the field of educational labour, and the expediency of making use of and fostering all such agency as is likely to engage in the work with earnestness and efficiency. There can be no doubt of the great advantage of promoting in the native community a spirit of self-reliance, in opposition to the habit of depending on Government and its officers for the supply of local wants; and if Government shall have undertaken the responsibility of placing within reach of the general population the means of a simple elementary Education, those individuals or classes who require more than this may, as a general rule, be left to exert themselves to procure it, with or without the assistance of Government.

56. You are aware that, besides the other advantages of the plan of grants-in-aid, the authors of the Despatch of 1854 regarded the system as carrying out, in the most effectual manner, the principle of perfect religious neutrality, and as solving in the best practicable way various difficult questions connected with education, arising out of the peculiar position of the British Government in India. If, on the one hand, by the natural operation of the system, grants have been made to missionary societies, assistance has, on the other, been extended to schools under the management of natives, whether Hindoo or Mahomedan. The principle of perfect neutrality in matters of religion, on which the system has been brought into operation in India, has been laid down and promulgated with unmistakeable distinctness in the published rules. The amount contributed to missionary institutions bears but a small proportion to the general expenditure on Education, and besides the numerous native schools established under the grant-in-aid system in the Mofussil, the Sanscrit College and the Madrissa are maintained in their integrity at Calcutta, for the exclusive benefit of the members of the Hindoo and Mahomedan communities respectively.

 57. But

57. But as it has been alleged that, notw
jealousy has been excited by the assistance indi
medium of grants-in-aid, to missionary teaching, I a
opinion as to the manner in which, on the whole, t
operates; as to the necessity of making any, or what, altera
rules, and as to the feeling with which, in your opinion, it is
native community in those districts in which it has been brough

58. The several branches into which the subject divided itself w
to the Despatch of 1854 have now been examined, and, as far as possi
the circumstances, disposed of; but in referring to you for consideratio
report the subject of the state and prospects of Education in India, I can
leave unnoticed the question of religious teaching, and more particularly that of the reading of the Holy Scriptures in the Government schools.

59. From the earliest period at which the British Government in India directed its attention to the subject of Education, all its measures, in consistency with the policy which regulated its proceedings in other departments of the State, have been based on the principle of perfect religious neutrality; in other words, on an abstinence from all interference with the religious feelings and practices of the natives, and on the exclusion of religious teaching from the Government schools. As a necessary part of this policy, the Holy Scriptures have been excluded from the course of teaching; but the Bible has a place in the school libraries, and the pupils are at liberty to study it, and to obtain instruction from their masters as to its facts and doctrines out of school hours, if they expressly desire it. This provision is displeasing to many of those who have interested themselves in the education of the people of India; and some of the missionaries especially are much dissatisfied with it, and are desirous that direct instruction in the Bible should be afforded in the Government schools as a part of the regular course of teaching. Some of the greatest friends of Native Education, however, who are warmly interested in missionary operations, declared themselves, before the Parliamentary Committees of 1853, to be averse to any change in the established policy of Government in this respect. The main argument of these gentlemen rested on the alarm and distrust which would probably be excited by the introduction of religious teaching into the Government schools, even if attendance on the Bible classes were declared to be voluntary. But it was further observed that it would not be honest to accept the consent of the pupils themselves to attend the classes, and that it was not probable that the assent of the parents would be given; and it was pointed out that most of the masters in the Government institutions are natives, and that instruction in the facts and doctrines of the Bible, given by heathen teachers, would not be likely to prove of much advantage.

60. It would certainly appear that the formation of a class for instruction in the Bible, even though attendance on it might be voluntary, would at any time be a measure of considerable hazard, and at best of doubtful countervailing advantage. More especially at the present time, the introduction of a change in this respect might he found peculiarly embarrassing. The proclamation of Her Majesty, on assuming the direct control of the Government of India, plainly declared that no interference with the religion of the people, or with their habits and usages, was to take place. Now, though in this country there might seem but a slight difference between the liberty enjoyed by the pupils to consult their teachers out of school hours with regard to the teaching of the Bible, and the formation of a class for affording such instruction in school hours to such as might choose to attend it, it is to be feared that the change would seem by no means a slight one to the natives of India, and that the proposed measure might in a political point of view be objectionable and dangerous, as tending to shake the confidence of the native community in the assurances of a strict adherence to past policy in respect to religious neutrality, which Her Majesty has been pleased to put forth.

61. The free resort of pupils of all classes to Government schools, even at times when unusual alarm has been excited in the minds of the natives, is a sufficient proof of the confidence which is felt in the promises of Government that no interference with religious belief will be allowed in their schools, and this confidence Her Majesty's Government would be very reluctant to disturb by any